

71
6 OF MICHIGAN53
12
LIBRARY SCIENCE
LIBRARY

THE ASSISTANT LIBRARIAN

OFFICIAL JOURNAL OF THE A.A.L.

Awkward Hours	-	-	231
The Analogists	-	-	233
Who cares what Panizzi said ?			239
Last day in St. Vincent	-		243
Correspondence :			
In-service training, the			
syllabus	-	-	244
Council Notes	-	-	248
The Librarian's World in 1961			251

VOLUME 53

DECEMBER
1960

NUMBER 12

CEDRIC CHIVERS LTD.

PORTWAY, BATH

BOOKBINDERS AND BOOKSELLERS

TELEGRAMS
"DUROFLEX," BATH

TELEPHONE
7355. BATH

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

G. BLUNT & SONS LTD.

Established 1879

LIBRARY BOOKBINDERS AND BOOKSELLERS

**EUROPEAN AGENTS FOR RANGANATHAN AND
VISWANATHAN LIBRARY TEXTBOOKS**

Showroom :

100 GREAT RUSSELL STREET, LONDON, W.C.1.

Telephone: MUSEUM 5650 and 0335

Head Office and Works :

NORTH ACTON ROAD, HARLESDEN, LONDON N.W.10

Telephone: ELGAR 7411-2-3

LIBRACO

are the makers of
**LIBRARY
FURNITURE
and
EQUIPMENT**

**It is the best in
DESIGN
QUALITY
WORKMANSHIP
and FINISH**

*It is used all over the world
and
gives a lifetime of service*

Illustrated lists, designs, and estimates free from
**Lombard Wall, Woolwich Road
CHARLTON, S.E.7**

Telephone: GREENWICH 3308/9

THE WOOLSTON BOOK CO., LTD.

SOLE AGENTS FOR
THE AMERICAN LIBRARY
ASSOCIATION

•
DEWEY DECIMAL
CLASSIFICATION

16th Edition - £12 net
2 vols. the set

•
*We extend a cordial invitation to all
librarians to visit our
New Showrooms at*
**200, GT. PORTLAND STREET
LONDON, W.1**

THE WOOLSTON BOOK CO., LTD.
GAMBLE STREET, NOTTINGHAM

THE ASSISTANT LIBRARIAN

Official Journal of the Association of Assistant Librarians

(Section of the Library Association)

EDITOR: D. HARRISON

Central Library, Manchester 2

VOL. 53. NO. 12.

DECEMBER, 1960

Awkward Hours

There is a strong probability that an attack will soon be made on the problem of the financial situation of the librarian in local government quite apart from the A.P.T.II claim of which we reminded members (in case they needed any reminding) last month. The L.A. has been investigating the number of public library authorities who are operating the five-day week. The majority appear to be doing so, and at the same time a handful are reported as having awarded some form of compensation to library staffs for having to work under less favourable conditions than most other local government officers.

Is this the appropriate time to press Nalgo to try again to embody in our conditions of service an acceptance of the principle of such compensation? Extra leave, shorter hours, more pay. These have been mentioned as possible forms the compensation could take. The Library Association is the appropriate body to press Nalgo into action on this matter at national level. But the A.A.L. at Divisional level could use its influence to persuade local Nalgo branches to back the principle of compensation for awkward hours. There is obviously a good case to argue, and even if it is found to be a feasible proposition only with regard to members of staff below a certain grade, this could materially improve the recruiting situation.

* * * * *

The above musings are the last which those who do not habitually skip the first page of the *Assistant Librarian* will have to bear from the present editor. It would be churlish of him to depart without a word of thanks to all those who have contributed to the *Assistant* during his editorship. Many of these have had the pleasure, we hope, of seeing their work published, but a special word of appreciation must go to those who have contributed but whose words for one reason or another never found their way into print. An editor's position would be precarious indeed if he needed to publish every item received; but it is often with real regret that we have been unable to fit things in.

Your new editor is to be **Peter Labdon**, of Hertfordshire County Library, a former editor of *Outpost*, the lively journal of the Devon and Cornwall Division of the A.A.L. We wish him every success and hope he gets as much pleasure—more if he can—from editing the *Assistant* as we have done. Material for future issues and other matter for the editor should be sent to him at the **Central Library, Southgate, Stevenage, Herts.**

W. C. BERWICK SAYERS

15

It is with regret that librarians have received the recent news of the death of W. C. Berwick Sayers. Almost since his entry into the profession in 1900, Berwick Sayers has been one of its prominent members, and obituaries referring to his many services to librarianship appear elsewhere in the professional Press. Special mention must, however, be made here of the considerable part he played in the early history of the A.A.L., or L.A.A. as it then was. He served successively as Honorary Secretary of the Education Committee (1904), Honorary Secretary (1905-8), Honorary Editor (1908), and President (1909-12), and on becoming Chief Librarian of Wallasey in 1915 he was elected a Fellow of the L.A.A. Berwick Sayers played a leading part in these formative years of the L.A.A. and also maintained his interest in the Association after he became a chief librarian. As recently as April, 1955, *The Assistant Librarian* carried an article by him on the occasion of the A.A.L.'s Diamond Jubilee, and the present generation of assistant librarians was grateful for an insight into the aspirations of earlier days and for the gift of a feeling of continuity with the past. Ten years earlier Berwick Sayers had spoken at our Golden Jubilee celebrations; on that occasion he was followed on the platform by Gurner Jones. 1960 has seen the passing of both these loyal members of the Association. Both of them would agree that the principal task of the A.A.L. is to look to the future; it is, however, salutary for us to look back at this time in appreciation of all that they and their fellows have done for their successors.

BERKSHIRE BOOKBINDING

Co. Ltd.

Library Bookbinders

Resewing

Recasing

Plastic Bindings
for Fiction and
Non-Fiction

PROMPT SERVICE

**27, Eldon Terrace
Reading, Berks.**

Telephone: Reading 50688.



CRAMER'S for MUSIC

MUSICAL LITERATURE
AND MUSIC BINDING

**139, New Bond Street
London, W.1**

★ Complete Music Service Provided

The Analogists

by D. J. Simpson

It is common for librarians to regard science fiction as a load of rubbish somewhat on a par with love stories and westerns, and rather below detective stories, which are respectable, since they are known to be read by members of the Establishment. The people with most contempt for sf tend to be those whose ignorance of this field of writing is greatest. This article is offered in the hope that they may be persuaded to read a little to find out what sf writers are trying to do. Sf as a literary form is fairly old. The *True History* and *Icaromenippus* of Lucian of Samosata of the 2nd century A.D. include interplanetary travel in whirlwinds, on birds and with artificial wings. There are armies of spiders, bigger than islands, and the heroes are swallowed by a sea-serpent. As a final unkind cut, the wings are confiscated by the Gods to prevent further flight. Kepler's *Somnium* (1634) also deals with a voyage to the moon. The hero was carried by demons moving in the shadows of eclipses, had a space suit of sorts and was aided by gravity after being pulled above the point where the moon's gravitic field balances the earth's. This is an early example of playing the sf game properly. Kepler kept to scientific facts as he knew them wherever possible, and his fantasy is used only where no knowledge was available. Francis Godwin in his *Man in the Moone* (published 1638) towed his hero to the moon on a raft pulled by swans, while the moon-men dumped their defective new-born children in North America to be rid of them. Other early sf includes Cyrano de Bergerac's *Voyages to the Moon and Sun*, and Voltaire's *Micromegas*.

As might be expected, it is only within the last century, when most scientific discoveries have been made, that sf has developed at all quickly. Jules Verne is too widely read to-day to need any comment (the recent Hanison reprints were very welcome) while H. G. Wells made a similar reputation, though his later work was social science fiction, which was too propagandist to stand in the same rank as his earlier fantasies. After nodding to these writers in passing we can look at some modern work. First it might be as well to dispose of some sub-literature which, though certainly sf, is so poor as not to be worth serious study.

In *BEM*, the brave, handsome, strong, stupid hero fights the Bug Eyed Monsters, rescues and wins the pneumatic blonde and usually preserves the odd galaxy or so from disaster as a sideline. Many such stories were inspired, if that is the proper word, by H. G. Wells's *War of the Worlds* (1898), with its rather nasty Martians, set on conquering the Earth. This stuff has recently been further infected by ideas from the tough thriller school. No eye goes ungouged and no groin unkicked while, of course, atomic radiation and repulsive human mutants are thrown in to cater for the graduates from horror comics, who like their violence with piquant touches.

The sf Western and the sf Love story are other easily recognisable types, usually written by authors previously specialising in westerns or light romances who add a few gadgets, take a future date at random and use their only plot yet again. These types add up to form the general group called Space Opera. In the United States the endless radio plays from which the B.B.C. copied the Dales and the Archers often advertise soap. Hence the term Soap Opera. Space Opera has the same creeping

plots and stock characters. Two perpetrated recently by the B.B.C. were Charles Chilton's *Journey into space* (a sort of Dick Barton with spaceship) and its sequels and N. Kneale's *Quatermass* series.

Another depressing type can be called Literary Gent's Gambol. The Gents are authors good in their own field, but with only the wildest ideas of science and its effects on society. Their efforts at sf are usually awkward and always careless. A recent example is L. P. Hartley's *Facial justice*, an odd romance-with-gadgets set in a cultural situation which suggests that Mr. Hartley has read no sociology, or has paid no attention to it if he has read any.

In the early 20th century, Gadget Stories frequently appeared. Their authors were inspired by the flood of invention around them to imagine future inventions. They packed as many as possible of these into the stories. The wretched hero is taken by relentless guides on gadget sight-seeing tours, or he lives surrounded by gadgets—even being fed with goo through a tube in a hole in the wall, or visiting automated libraries. (The few library assistants still required in these are nearly always rude and unhelpful, by the way. Perhaps the sf authors have been annoyed by librarians). A charming early gadget story recently reissued as a paperback is *Ralph 124C41* by Hugo Gernsback. The love story sprinkled among the gadgets is so delightfully naive that it might have been sub-contracted to Daisy Ashford.

Juvenile sf is, on the whole, poor. It has an Angela Brazil type jollity, with the inevitable middle-class background and enough scientific howlers to keep the more intelligent schoolboy reading right to the end to see just how foolish the author can be. Sf's bad name has been earned by the sorts of tripe described above, but it would be most unfair to assume that all sf can be arranged in the groups named. During the last decade a lot of good stuff has been published, written by people aware of the rapidly increasing rate of social change in the world we live in, caused by scientific discovery and its application to our way of life. This galloping rate of change means that people must be adaptable to new ideas and methods if they are not to feel sadly left behind, and they must have a knowledge of scientific method if they want to understand what goes on. The role of sf is clear enough here. Adolescents who have been reading good sf are more than ready for the changes that come. They only wonder why they took so long to arrive. The scientific principles have been explained to them in outline, and the new inventions are not met with the pathetic, superstitious awe and fear which greeted the steam locomotive in the early 19th century, or the telephone not so many years ago. Another current problem which sf can alleviate is the separation of the scientist and the humanities-arts man. The over-specialised scientist who knows nothing of literature, music or art is a familiar figure of fun, and is often held to be a philistine and sadly uncultured. But his counterpart—the man knowledgeable in the classics, literature, languages or the arts, but ignorant (often proudly ignorant) of the sciences, who does the sneering at the philistine scientist—is just as lopsided in his stock of knowledge. Sir Charles Snow discussed this separation and lack of contact in *The two cultures and the Scientific revolution* (Rede Lecture 1959). The Crowther Report (Ministry of Education, 15 to 18, Volume 1) coined a new word to help discuss the problem. The report is so emphatic about this that I would like to quote from Paragraph 401:—

"When we say a scientist is 'illiterate' we mean that he is not well enough read to be able to communicate effectively with those who have had a literary education. When we say that a historian or a linguist is 'innumerate' we mean that he cannot even begin to understand what scientists and mathematicians are talking about . . . It is perhaps possible to distinguish two different aspects of numeracy . . . on the one hand is an understanding of the scientific approach to the study of phenomena—observation, hypothesis, experiment, verification. On the other hand, there is the need in the modern world to think quantitatively, to realise how far our problems are problems of degree even when they appear as problems of kind . . . The man who is innumerate is cut off from understanding some of the relatively new ways in which the human mind is now most busily at work. Numeracy has come to be an indispensable tool to the understanding and mastery of all phenomena . . . The way in which we think, marshal our evidence and formulate our arguments in every field to-day is influenced by techniques first applied in science. The educated man, therefore, needs to be numerate as well as literate and . . . also requires a general acquaintance with the directions in which science is most rapidly advancing and with the nature of the new knowledge that is being acquired."

Good sf has carried many literate people to the stage where they begin to make real efforts to become numerate also. Good sf writers with a competent knowledge and understanding of science and a proper respect for the experimental method take great care that their stories are correct as far as current scientific knowledge goes. Where they extrapolate from current knowledge they are careful not to abuse it. Scientists write and read this kind of story as an intellectual game. In a recent sf magazine there was a story with a plot hinging on an artificial satellite circling the earth for many years invisible to the naked eye. A plonking letter from a reader in the next issue of the magazine pointed out that a satellite of the size and construction described would have been visible in the sky, and quoted recent research to prove the point. The editor pointed out mildly that this research had not been published when the story was submitted to him—so the author was forgiven that time.

The fen (the horrible plural of sf fan) love these formal contests, as anyone can join in if he spots an error, but apart from this pleasant aid to numeracy, sf introduces ideas that receive little publicity elsewhere. There have been recent stories dealing with the Theory of Games which, although used in the running of modern wars and big business, is little known. Sociology, especially, is the basis of many stories in which the effects of a carefully stated technical change on a given culture in a given environment are reflected in the lives of a small group of people. Sometimes these stories seem far fetched, but the most fantastic are usually the ones cribbed most directly from anthropologists' accounts of the coming of Western culture to primitive peoples in America or Polynesia.

Often the stories are bitter parables reflecting on modern industrial society. There were slashing anti-McCarthy satires all the time the Senator's inquisition among university staffs was in progress. A frequent theme is the cruelty of the "normal" mob to mutants, sensitives, telepaths—anyone who angers them by being a bit different, and the corny old virtues of tolerance and trying to understand before you punish and crush out nonconformist behaviour appear with heartening frequency. Sf foreshadows a world in which biological, psychological and social

engineering will offer man the chance to shape human beings and their society deliberately, instead of helplessly accepting the random effects of uncontrolled forces which have influenced them in the past. Perhaps the thought is alarming, but there is no particular virtue in ignorance and helplessness, and the popularity of sf will ensure that many people have thought about the problems and dangers of human control of life before the power of control actually appears. This is surely better than its sudden impact on an innumerate people who have heard nothing of these future possibilities.

In emphasising the use of sf in encouraging numeracy, I hope I have not failed to make clear that it is jolly good entertainment, whether it does you good or not. In general, the short stories are a better introduction than the novels, as the points made by the authors often fit well into a few pages, and would carry useless padding if expanded into novels.

And now a little about the paperwork. Public libraries don't usually carry sf magazines. The cover illustrations frighten many people away, so one can hardly blame the librarians. This leaves the books. Since January, 1953, *Cumulative Book Index* has had a heading *Science Fiction* under which authors and titles of all kinds of sf (including sub-literature) are listed. So much for the enumeration.

Reviews are usually poor, as editors seem to think that they can farm out the sf to their usual hacks, who are mostly models of innumeracy. The *Observer* sf reviews grade each title alpha, beta, etc., according to the alleged quality. After reading some of the books graded beta, or even alpha, one wonders whether the reviewers have forgotten epsilon or omega. There are good, businesslike reviews in *Astounding Science Fiction* (if you can bring yourself to handle it—the cover designs are revolting). By the way, *ASF* is gradually changing its name to *Analog*.

WOODFIELD & STANLEY

LIMITED

SPECIALISTS IN CHILDREN'S BOOKS

Wakefield Road, Moldgreen, Huddersfield

AND

THE CHILDREN'S BOOKSHOP

64, GREAT RUSSELL STREET, LONDON, W.C.1

To end with, here is a list of some of the good books of the last decade. It is not complete, and any of the few that see it will rightly challenge it. All that I can plead is that I enjoyed reading them.

- Aldiss, B. W.
Canopy of time.
Non-stop.
Space, time and Nathaniel.
- Anderson, P.
Brain wave.
- Asimov, I.
Caves of steel.
Currents of space.
End of eternity.
Foundation.
I, Robot.
Naked sun.
Pebble in the sky.
Second foundation.
- Bester, A.
Demolished man.
Tiger! Tiger!
- Blish, J.
Case of conscience.
Clash of cymbals.
Earthman, come home.
Fallen star.
Galactic cluster.
They shall have stars.
- Bradbury, R.
Dandelion wine.
Day it rained forever.
Fahrenheit 451.
Golden apples of the sun.
Illustrated man.
October country.
Silver locusts.
- Burke, J.
Alien landscapes.
- Capon, P.
Other side of the sun.
- Christopher, J.
Caves of night.
Death of grass.
Twenty-second century.
Year of the comet.
- Clarke, A. C.
Childhood's end.
City and the stars.
Deep range.
Earthlight.
Expedition to Earth.
Islands in the sky.
Prelude to space.
Sands of Mars.
- Clements, H.
Mission of gravity.
- Conquest, R.
World of difference.
- De Camp, L. S.
Lest darkness fall.
- Duncan, D.
Another tree in Eden.
Occam's razor.
- Gordon, Rex
No man Friday.
Utopia 239.
- Heinlein, R. A.
Assignment in eternity.
Double star.
Green hills of earth.
Man who sold the moon.
Puppet masters.
- Hoyle, F.
Black cloud.
- Karp, D.
One : a novel.
- Kornbluth, C. M.
Christmas Eve.
Mindworm.
- Large, E. C.
Dawn in Andromeda.
- McIntosh, J. T.
Born leader.
One in three hundred.
World out of mind.
- Mantley, J.
Twenty-seventh day.
- Matheson, R.
Born of man and woman.
I am legend.
- Mead, H.
Bright phoenix.
Mary's country.
- Orwell, G.
1984.
- Sellings, A.
Time transfer.
- Sheckley, R.
Pilgrimage to earth.
Untouched by human hands.
- Shute, N.
No highway.
On the beach.
- Simak, C.
City.
Strangers in the universe.
Time and again.
- Smith, E. E.
Children of the lens.
First lensman.
Triplanetary.
- Sohl, J.
Costigan's needle.
- Stark, R.
Crossroads to nowhere.

Sturgeon, T.
 More than human.
 Thunder and roses.
 Way home.
 Taine, J.
 Seeds of life.
 Tenn, W.
 Of all possible worlds.
 Tucker, W.
 Long, loud silence.
 Wild talent.
 Van Vogt, A. E.
 Destination: Universe!
 House that stood still.
 Slan.
 Voyage of the "Space Beagle."

Vidal, G.
 Messiah.
 Walter, W. G.
 Further outlook.
 Wyndham, J.
 Chrysalids.
 Day of the triffids.
 Jizzle.
 Kraken wakes.
 Midwich cuckoos.
 Outward urge.
 Seeds of time.

Anthologies listed under their editors.

Bleiler, E. F. and Dikty, T. E.
 Best science fiction stories (Five series).
 Category Phoenix.
 Imagination unlimited.
 Men of space and time.
 Campbell, J. W.
 First Astounding Science Fiction Anthology.
 Second Astounding Science Fiction Anthology.
 Conklin, G.
 Invaders of Earth.
 Possible worlds of science fiction.
 Science fiction adventures in dimension.
 Strange adventures in science fiction.
 Crispin, E.
 Best sf: science fiction stories.
 Best sf two.
 Best sf three.

Crossen, K. F.
 Adventures in to-morrow.
 Future tense.
 Derleth, A.
 Beachheads in space.
 Other side of the moon.
 Portals of to-morrow.
 Worlds of to-morrow.
 Gold, H. L.
 Galaxy reader of science fiction.
 Galaxy science fiction omnibus.
 Lesser, M.
 Looking forward.
 Merril, J.
 Beyond human ken.
 Beyond the barriers of space and time.
 Sloane, W.
 Stories for to-morrow.
 Wollheim, D. A.
 Prize stories of space and time.

THE PUBLIC LIBRARIAN (Filmstrip), 1960. Educational Productions Ltd. 16s. 6d. (Local Government Officer series).

This forty-seven frame strip in black and white is the sixth of a series covering various aspects of local government which is being produced in association with Nalco. This particular strip has been edited by two librarians, Walter Broome and Henrick Jones, in collaboration with the Council of the Association of Assistant Librarians.

The main object of the strip is to show school-children something of what public libraries offer. The frames cover a wide range of library activity including what happens behind the scenes, and the photography is sound. The sixteen-page booklet of notes which is supplied with the strip has been compiled with care, and so strip and notes combine in a highly satisfactory manner. The only real criticisms that can be made of the strip are on points of detail, such as, is a frame showing a photo-charging machine really in keeping with the introductory nature of the strip? The strip will be of value to all librarians who do work with schools; it should also be shown to new entrants to the profession.

K. A. WHITTAKER.

Who cares what Panizzi said ?

by James G. Olle

Loughborough School of Librarianship

Those of you who are bold enough to explore the pages of the *Library Association Record* which lie outside the boundaries of the *Liaison* supplement, may have noticed in the issue for May, 1960, a letter from Mr. W. A. Munford on the subject of library history. "The L.A. umbrella," said Mr. Munford, "covers many special interests, but not yet a group of those specially interested in the history of libraries and librarianship. It occurs to me that the time has come to consider forming such a group. I shall be glad to hear from any L.A. members who may be interested."

The response to this appeal was encouraging, although it should not be a matter for surprise that it was small. Few members of the L.A. are genuinely interested in library history. It is my intention to consider here why this is so.

It must be conceded, to begin with, that few people have a serious and abiding interest in history at all. There are many, I know, who have an occasional and sentimental interest in history, which is sufficiently satisfied by historical romances, theatrical pageantry, B.B.C. scrapbooks, and that latest novelty from France, *son et lumière*.

Librarians are no exception. For example, in 1950, the L.A. Annual Conference was devised to honour the centenary of the first Public Libraries Act, and this it did, with all due pomp and circumstance, in London. But many a librarian who attended these memorial rites, with becoming gravity, must have murmured to himself, as he quitted the arena, "Well, we had to do it, and we've done it, but thank God there won't be another centenary of the Act for a hundred years!"

Why should we care about history, anyway? No one believes any more that we can profit from the mistakes of our ancestors. It is apparent that we cannot be trusted to profit from our own.

You will know, from your study of the theory of classification, that the mind of man instinctively seeks for order among chaos; thus it is pleased by shapes and patterns, but it seldom finds them in history. The late Dr. H. A. L. Fisher, introducing his great *History of Europe*, said: "One intellectual excitement has, however, been denied me. Men wiser and more learned than I have discovered in history a plot, a rhythm, a predetermined pattern. These harmonies are concealed from me. I can see only one emergency following upon another as wave follows wave. . ." This, I fancy, is the experience of most of us.

To help us study history we need historians. Now recorded history is sometimes good history and sometimes good literature; very seldom indeed is it both. Every schoolboy knows that the English historian who excelled all others in narrative power, excelled all others, also, in personal and political prejudice. There is no historian to-day who can spellbind his readers as Macaulay did, with the exciting drum-beats of his rhythmic prose. But neither is there any historian who would dare to be as cocksure as Macaulay was, or as biased. In the *Sunday Times* for October 16th, 1960, Dr. J. H. Plumb lamented that few historians to-day can make a text-book lively and interesting. "One has only to look at the almost completed Oxford *History of England*," said Dr. Plumb, "to

realise just how rare this is. Most of the volumes are worthy enough: the facts accurate, the views sensible; they are a part of an academic game for thousands of schoolmasters and schoolboys, dons and undergraduates who for generations to come will garble and transmogrify their clear, well-ordered, but tiresomely dull pages." *An academic game*. Aye, there you have it.

Reader: But there's Trevelyan, you know, and Arthur Bryant.

J.G.O.: Trevelyan, I grant you. As for Sir Arthur, I like him, too. But before you read any more of his works, turn to your file of *Books and Bookmen*, and have a look at Corelli Barnett's excellent critical analysis of his style—you will find it in the issue for November, 1959, page 13.

Reader: Oh, very well, but I thought you were going to talk about library history?

J.G.O.: And so I shall, if you will give me your patience for two more pages.

To continue. There are one or two very special reasons why librarians are not interested in the history of their chosen profession. If you have ever visited a school, or a society, to talk about your library and its services, you will know how difficult it is to make them sound attractive. Books are interesting. Authors are interesting. But regiments of books (to say nothing of "divisions" of them), organised into libraries and library departments—why, that's another thing. Who, given the choice, would not speak on the subject of, say, "What makes the Angry Young Men angry?" rather than on "Our city libraries and why you should use them"?

Some years ago a film was made of the Library of Congress. The director was clearly at his wit's end to make this film appealing. As I remember, a good deal of it was devoted to the bookless activities of the L. of C., to the chamber music concerts and to the recording of folk-tales in the wilderness. I sympathise with that director. He would have been much happier, I am sure, filming the Kentucky Derby. (If I may say so, without prejudice, the only film which has successfully brought library work to the screen is *Books in hand*, the film of Sheffield City Libraries).

The point I am trying to make is that librarianship is seldom dramatic, or spectacular. This is true not only of its present, but also of its past. I suppose the best-known incidents in our library history are, in fact, the few in which there is some element of drama. What do most of us know about the monastic libraries? Little enough, save that they were ruthlessly dispersed. What else do we know of library history? The struggle over the 1850 Public Libraries Bill. The fight for open access. The repeal of the penny rate. Also, perhaps, the names of a few pioneers—Bodley, Edwards, Brown, Birbeck—no, Birkbeck. There is doubtless a good deal more, but what does it matter? *Who cares what Panizzi said in 1835?*

Most members of the library profession are young, and being young they are more interested in their own future than in their profession's past. And the oldest members, what of them? As they look back what they are most likely to see is the long and uphill road of adversity, which they but lately trod. I am thinking not of public librarians only, although for them the road may have been hardest, for it passed through the shadow of the penny rate, which endured long after the 1919 Act. For even the older librarians, therefore, there is not much temptation to look

backward. Better to look forward with the young, to speculate on the outcome of *The Roberts Report*, or what future bounties may be expected from the University Grants Committee.

For those who do care for library history, the past few years have brought several new works of value, among them *The origins of the English library*, by Raymond Irwin (Allen and Unwin, 1958); *The parochial libraries of the Church of England* (The Faith Press, 1959); *The English library before 1700*, edited by Francis Wormald and C. E. Wright (Athlone Press, 1958); *English libraries, 1800—1850*, by C. B. Oldman and others (H. K. Lewis, 1958); *George Birkbeck*, by Thomas Kelly (Liverpool University Press, 1957), and *William Ewart, M.P.*, by W. A. Munford (Grafton, 1960).

Three of these works had their origins in lectures delivered at the School of Librarianship and Archives, University College, London, whose Director, Professor Raymond Irwin, is our greatest authority on library history.

"A great deal of history may be learned in the most congenial way, by reading biographies." So said Dr. A. L. Rowse, in his admirable book, *The use of history* (English Universities Press, 1946). This is certainly true, and I am glad to know that the L.A. has recently commissioned several biographies of well-known librarians. (One of them, I fear, may be lost to us, the life of Stanley Jast, which was to have been written by Mr. W. C. Berwick Sayers).

The young, I said just now, are more interested in the future than in the past. But note: one of the papers in the Final section of the proposed new L.A. syllabus is on the "History of libraries and librarianship." I have no doubt that it will be a popular paper. The reason is simple. Among the alternatives are papers on "The dissemination of information," "Palaeography and diplomatics" and "Technical processes in libraries,"—fearsome subjects all.

I can well imagine a student looking through the Final syllabus, pausing at Paper B.10, and saying to himself, "All you need for this one is a good memory, and that, thank goodness, I have. So put me down for the history of libraries!" I devoutly hope that the examiner will completely disillusion him, even if his tutor does not. If library history is to be studied at all, let it be studied through the motive of professional pride, and not of petty ambition. Let this paper be a test of mature judgment and opinion, and not a mere inquisition on dates and events. The worst that could happen would be for it to become "a soft option." (By the Rule of Saint Benedict, what a vile phrase is "soft option"!)

For are we not *professional* men and women? And, being so, when we consider the syllabus of our professional examinations ought we not to have something better in mind than the shortest cut to qualification, promotion, and the higher reaches of the A.P.T. grades? Who wants a grubby, cut-price, ill-favoured diploma, creditable neither to the Association or to . . .

Reader: Excuse me, but when you've finished tub-thumping, would you mind answering me a question?

J.G.O.: Not at all. What is it?

Reader: Just what did Panizzi say in 1835?

J.G.O.: Do you really want to know?

Reader: Merely wondered, that's all.

J.G.O.: He said: "I want a poor student to have the same means of indulging his learned curiosity, of following his rational pursuits, of con-

sulting the same authorities, of fathoming the most intricate inquiry, as the richest man in the kingdom, as far as books go, and I contend that the Government is bound to give him the most liberal and unlimited assistance in this respect." He was talking of the British Museum, of course, of which he eventually became Principal Librarian, much to the annoyance of his colleague Madden, who could not forget that "this cursed fellow" had come to England from Italy as a political refugee with "a rope round his neck."

Reader: How on earth, then, did he manage to become Principal Librarian of the B.M.?

J.G.O.: I thought that would intrigue you. It really is a remarkable story. To begin at the beginning, you must remember that after the fall of Napoleon, Italy was

* * * * *

The Library Student's London is the title of an interesting publication which will be appearing in January, a little later than originally announced. Written by K. R. McColvin and B. H. Baumfield, and published by the Greater London Division of the A.A.L., it aims to be a guide to all aspects of librarianship in London: the various Libraries and what can be seen there, bookshops, societies and organisations of interest to librarians, including literary clubs, pubs, and eating houses! G. L. D. hope that it will be of interest and value to librarians and particularly library students within striking distance of London. It will cost 7s. 6d. (in soft covers) and 10s. 6d. (hard-backed).

* * * * *

ASKEWS OF PRESTON

KNOWN THROUGHOUT THE
BRITISH ISLES FOR
EFFICIENCY, SERVICE
AND COURTESY

—
ESTABLISHED OVER
75 YEARS
—

JAMES ASKEW AND SON, LTD.
CORPORATION STREET
PRESTON



Last day in St. Vincent

More from the Caribbean—by R. C. Bengé

Some time ago I wrote in these columns about a mobile library in Tobago. It was not an informative article any more than is this one which is about a library centre in St. Vincent, one of the small volcanic islands of the Caribbean, which is roughly one-half the size of Middlesex, but otherwise resembles that appalling county not at all.

The centre, one of ten scattered about the territory, is set amidst some of the most spectacular scenery in the world. High above the sea, it overlooks the arms of a bay patterned with small islands, and behind it are the serried ranks of banana and coconut plantations. Over the small hut-like buildings, breadfruit and mango trees provide shade for goats and hens and Chinese ducks and little black pigs.

Within the small room (15 feet square) there was (perhaps for the occasion) a vase of flowers and some books (not very many) and a shy young teacher who acts as librarian when the centre is open. I asked her if she would like to work in a big library, but this seemed too improbable for her to contemplate, and looking out over the bay I suddenly felt wholly improbable myself—a thing which happens to one here. But I was reassured by posters of the Royal Family, who looked down from the walls and seemed to approve the collection of dated periodicals which reminded me of an old English club or Kensington Public Library. I was not far from home after all, because here was the *Sphere* and the *Illustrated London News* and *Argosy*—even the *Spectator*. I looked hopefully for the *Tatler*.

The books were an incongruous collection not noticeably related to the needs of the local people. But who is to know what these are? The inhabitants represent a civilisation which, by iniquitous historical processes, established strange fragments beyond the dividing seas. These islands were discovered a hundred years before Shakespeare wrote *The Tempest*, but the West Indians are only just beginning to discover themselves. I vaguely remembered an old tag of Chesterton's about the people who have not spoken yet. Only the children belong entirely to their world which is your world also. They, with any luck, will discover themselves.

I had just read some remarks of Camus, which seemed relevant. "To-day we know that there are no more islands and that frontiers are useless. We know that in a world of increasing speed in which the Atlantic is crossed in less than a day, in which Moscow speaks to Washington in a few hours, we are forced to adopt solidarity or collusion depending on the circumstances."

These sentiments are not original, but they are unfamiliar here. This is most natural because until now local experience contradicts them. An island is an island, especially if vast tracts of sea separate it from elsewhere. And so in the West Indies it has been taken for granted that small islands must necessarily be poor and picturesque and somehow out of time. The tourists prefer it that way because they have to take photographs and write home about local colour which is essential except to the people whose colour it is.

At this stage I shall be accused, as usual, of obscurity and obliquity: librarians like their professional fables to be morally explicit. The point then is that in this place it is sufficiently remarkable that there is a library

at all. We need not care what kind of library it is. All over the world, in neglected areas, a few individuals have recognised—long before it became a fashionable cry—that civilisation is indivisible. (If we cannot bear witness to this concept what else can we do?) The libraries in the West Indies were established by individuals of this kind. I am content to note their achievements.

And so one returns, as to a symbol of our times, to the breadfruit tree (long since introduced by Captain Bligh) and beneath it a small building where glass-less windows look out across the unending seas whose distances the vision of one small boy, reading his two-months-old *Children's Newspaper*, can utterly transcend.

Correspondence

In-service training

Mr. Hoyle's account of the Malvern Week-end Conference in the October *Assistant Librarian* shows that the first two speakers, Mr. E. I. Baker and Mr. J. C. Harrison, both appreciated the importance of in-service training, whilst the third paper by Mr. J. P. Wells dealt specifically with this subject.

The suggestions put forward by Mr. Wells for the training of staff included:—(a) the division of staffs into professional and non-professional categories, (b) an increase of the staff by five per cent, (c) each trainee working under or being attached to a senior assistant, and (d) acquiring book knowledge by straightening shelves and other routine tasks. Much of the discussion that followed this paper was contributed by librarians from such large authorities as Nottingham, Liverpool and Birmingham, who gave accounts of the training schemes in their libraries.

Excellent as all these ideas and schemes are, their application to other libraries does appear to depend upon either a large staff or the division of staff into professionals and non-professionals with a good proportion of qualified assistants and ample proportion of staff to population. If all libraries, especially medium or smaller authorities, have to wait until all these conditions apply it will be not a few years before many begin in-service training schemes.

The problem within the Newcastle-under-Lyme Public Libraries, which must apply in greater or lesser degree in some other authorities, are:—(1) there are only two or three Chartered Librarians on the staff, (2) a large number of young assistants with little experience, (3) a number of older assistants who have not progressed beyond the First Professional Examination, (4) a lack of part-time classes in the area, and (5) the scattering of the staff over five branches and the Central Library. An attempt has therefore been made to improve the situation by holding a series of hourly lectures and discussions with all the staff taking part. These have covered such topics as: Byelaws, rules and regulations; general procedure for dealing with readers' enquiries; use of bibliographies; library catalogues; the classification scheme; ordering and processing of new books; registration of readers; inter-library loans; reservations and suggestions; library finance; other libraries in the area; the junior library; school libraries; procedure with reference library enquiries and talks on the various categories of reference works.

The aim of these talks is to make the staff more efficient in carrying out routine and technical jobs and to enable them to assist the readers. It is found, however, that most assistants are handicapped by their lack of book knowledge. Mr. Wells suggested that straightening shelves and other routine tasks such as binding, etc., will help. This is so, but only to a small degree. It is only a pious hope that assistants will read reviews in newspapers and periodicals, study lists of recent additions or even examine critically books outside their immediate interests as they are processed.

To try and improve this book knowledge among the staff as a whole, we have devoted some of our meetings to discussions on books. So far these have been based upon our monthly list of recent additions, and the pattern has varied from one person talking about the most important books in the list, to all the staff giving critical reviews of one or two books each. But the ideal method of putting this over, if one exists, has not yet been found.

This is an account of how this library is trying to take immediate and practical steps to turn its staff into better library assistants. It would, however, be most interesting to hear how similar libraries are tackling this problem as I am sure there must be many ways in which we could improve.

GEOFFREY BRADLEY, *Newcastle-under-Lyme Public Libraries.*

The end of part-time study

Mr. Bishop is quite right in stating, in your October issue, that the end of part-time studying is coming. As one who has done a considerable amount of part-time studying, far more, in fact, than Mr. Bishop himself, I say "three cheers." The prospect of years of off-duty swotting, just as much as unattractive hours and low pay, is responsible for our present poor recruitment and high staff turnover figures.

The day is coming, and coming fast, when boys and girls will leave school at 18 and will go straight to Library School for two years. Thus, at the age of 20-21 they will start work in libraries, having passed their Registration Examination. Let the greybeards mutter, let the traditionalists throw up their hands in horror and say "We came up the hard way, why shouldn't they?" Let them fume, let them fulminate. *This state of affairs is coming*—and high time, too. Other countries accept it, but Britain, as usual, lags behind. Many advantages will accrue from this change. It will encourage a more professional atmosphere. Instead of having a jumble of partly qualified young people, some of whom have taken examinations against their natural inclinations because of pressure from the Chief Librarian, the staff will be clearly divided into professional and clerical categories. Professional staff will be recruited, qualified but untrained, and clerical staff will not be expected to be anything but sticklers, stampers and shelveers. This is as it should be. I have always felt that the apprenticeship system was vastly overrated when applied to the professional sphere. After all, we do not ask our potential doctors to act as hospital ward-maids!

I may seem over optimistic, but this system will, I am certain, overcome most of our present difficulties. Professional staff will not have the problem of a conflict between marriage and part-time study. By our showing that we ourselves consider librarianship to be a real profession

we will ease the acceptance of this as a fact by others. This will, in turn, have its effect on our status and salaries. In any process of change someone must make the first move. In this case the Library Association has done so, and I for one, applaud them for it.

A. G. PEPPER, *Aldershot Public Library.*

More about the syllabus

In reply to Mr. Bishop, I would like to make the following observations. What we must realise is that the change in qualifications for entry to the profession is a step which is meant to prevent a *decline* in standards of entry, since now a sixth form education is only as rare (or as common) as the pre-war Matriculation or the School Certificate level of the ten years immediately following the war. It follows that the cream of our youth will only be attracted to a profession which measures up to their standards and that they will have little time for a post requiring only five passes at Ordinary Level.

On the matter of financial rewards I would remind Mr. Bishop that the past seven years have seen A.P.T.I improved almost beyond recognition and that there has been a definite increase in the number of A.P.T.I.I vacancies. Though this gives no ground for complacency, it points to the fact that even in local government, as well as in university, industrial and government libraries, improvements are made.

With regard to Mr. Bishop's doubts about the availability of both grants and library school places I agree, though even now there are authorities who will give grants both for Registration and Final courses. Where I feel we differ is that whilst Mr. Bishop seems to think we should shake our heads sorrowfully and shelve the new syllabus, I feel that surveys should be made immediately of the present position regarding grants for library school students and of the estimated number of library school places for the year 1962-1963. Then an all-out campaign should be conducted to ensure that funds and places will be available. New colleges and extensions to old colleges are being built and designed now. We must ensure that the needs of the library school of the future are adequately represented to those whose responsibility it is to allot the space in these buildings.

Lastly, I would add a word of comfort to those who feel that they are being driven into the library schools against their will. From two years' experience of one of our schools I can honestly say that full-time education can be enjoyed. I doubt whether any proponent of the "do-one-bit-a-year school" either by correspondence or by oral tuition could look back on eight years' work for the Final exam. and say the same.

M. HUGHES, *English Electric Company.*

Status Abroad

In connection with Mr. Clements' letter in the September *Assistant Librarian* about the status of the A.L.A. (and F.L.A.) abroad, might I suggest that the A.A.L. in order that the F.L.A. be continued to be recognised by the Ministry of Education as equivalent to a University degree (as reported in the *Record* recently), take steps to ensure that the foreign language requirements of the L.A. for Associateship be continued, in any proposed revision of qualifications for admission to the registry.

In the U.S. and Canada, equivalence is not at present admitted, and if language requirements were to be eliminated the position of L.A. qualifications would be further weakened in North America.

F. A. JOHNS, *Rutgers University Library.*

"A Modern Outline of Library Classification"

May I comment on some features of the review of *A modern outline of library classification*?

I agree that the appearance of the text is unsatisfactory. This is not the fault of Messrs. Chapman and Hall, nor is it due to any defect inherent in Varityping. The book was originally designed to be an inexpensive set of notes for library school students, to be prepared quickly and to be sold, stapled and unbound, by the North-Western Polytechnic. It developed into a full book only after we were committed to the Varityped pages. To call the book 'slim' is accurate—but misleading. The large page size and the small type disguise the fact that it is the equivalent of some 350 normal pages.

Half the review deals with questions of appearance and style, leaving little space for comment on the main feature—the content of the book which is described as falling short of requirements. But no requirements are stated, and no indication is given as to how the content might be considered inadequate.

J. MILLS, *N.W. Polytechnic School of Librarianship.*

J. D. Stewart Travelling Bursary

The J. D. Stewart Travelling Bursary was awarded by the London and Home Counties Branch committee in 1957 to mark Mr. Stewart's long and unbroken service to the Branch. In 1959, Mrs. Peggy Heeks won the award of £25 and visited France and Denmark, while in 1960 Mrs. Thelma Bristow gained the bursary and visited Russia.

For 1961 and succeeding years, the award stands at £50. All applicants must be personal members of the London and Home Counties Branch of the L.A. and they must have already passed, or be exempt from the F.P.E. and be actively engaged in studying for the Registration or Final examination, or for the Diploma of the University of London School of Librarianship and Archives. Applicants must declare that they are making an overseas visit for the specific purpose of studying librarianship and visiting overseas libraries, and the successful applicant will be required to submit a written report on return to this country.

Intending applicants for the 1961 award can obtain the full conditions and an application form from Mr. H. G. T. Christopher, A.L.A., Honorary Secretary-Treasurer, Penge Public Library, 194, Anerley Road, S.E.20. Completed applications must be in his hands not later than 1st January, 1961.

K. C. HARRISON, *Chairman, J. D. Stewart Travelling Bursary.*

A.A.L. Conference at YORK

7th—9th April, 1961

STATUS FOR THE 'SIXTIES

Details will be announced later.

TO BE OR NOT TO BE

Council Notes—29th September

The President opened the meeting with an announcement of the death of Gurner P. Jones, a previous President and Honorary Secretary. Members stood in silence as a mark of respect to the memory of a man who played a key part in the history of our Association in the thirties.

Undoubtedly, the most important item on the Council's agenda was consideration of the proposals for the re-organisation of the Library Association. It was promoted to third place on the agenda paper on a motion from the chair. Discussion was, as usual, limited to too few members but on this occasion the younger members, speaking in many cases on behalf of their Divisions, were creditably more prominent than usual.

The points raised were concerned chiefly with the question of personal voting and the proposal relating to A.A.L. representation on the L.A. Council. This was inevitable, since the right of personal, and especially younger, members is the basic "strong-stuff" of the A.A.L. throughout its history, and the strength of its future representation on L.A. Council and its Committees is likely to be more important than ever before if younger members who form the rank and file of A.A.L. support at the L.A. A.G.M. are to be denied a vote.

Notwithstanding many differing views and some instances of strong words (one member wanted to put behind bars those who said that people who consistently declined to use their vote should lose it), Council decided "That voting should be restricted only in Library Association national elections and the L.A. A.G.M." and that it should "apply only to those members who have not passed or been exempted from the Registration Examination." Council also decided to press "That members who may not vote at the L.A. A.G.M. and at L.A. national elections should be required to subscribe" to the Library Association "only at the minimum rate," and it favoured the retention of voting rights by present personal members "who have been in membership of the Library Association for a minimum of ten years prior to the date on which the restriction is implemented."

Discussion on the subject of A.A.L. representation on the L.A. Council revealed more unanimity among the speakers. Some suggestions came from Divisions proposing an A.A.L. age limit higher than thirty, but it became clear that general agreement would not be reached on a figure which would make any material difference to, say, the present constitution of A.A.L. Council or the Divisional Committees and it was decided by a large majority that an age limit on membership would be unacceptable. Briefly, the reasons for this decision were that the alternative threatened the existence of the A.A.L. in its present form and would re-constitute it as a students' section and deprive it of the services of members essential to leadership and educational and publishing work. There was also a strong feeling that ordinary members of more mature years who were not chief librarians could be best represented by the A.A.L. "There are," as one member put it, "no elder statesmen in the A.A.L. but only those on the way up who have prematurely aged." It is clearly especially desirable that older members should take an active part in the work of their L.A. Branch as well as the A.A.L. but, equally, it is up to the Branches to attract their interest and provide opportunity to serve. Council further decided that the Association should be represented on the L.A. Council by five members and that the proposed representation on certain Committees should be strengthened. The grave suggestion from the Chair that we should support the disposal of the Honorary Legal Adviser and leave the Honorary Treasurer in abeyance was adopted.

Discussion of the proposed new syllabus was also awarded priority. The expected lead from the Education and Library Committee was not forthcoming because a motion from the Kent Division recommending that the "Final Examination should reflect advanced work in a limited field of study rather than constitute a further test in general librarianship" had been approved. The vote in Council reversed this decision, however, and, apart from recommending that Practical Cataloguing and Classification should be retained as part of the Registration Examination and that Final papers B1, B2 and B3 should be taken together if at all, it was decided to defer further consideration until after the next meeting of the Education and Library Committee.

The appointment of Officers and Council for 1961, which is usually an agenda formality, assumed a new degree of importance this year. One of Council's and indeed the Association's most popular members, Mr. W. Howard Phillips, agreed to accept the Association's accolade, the Presidency for 1961. Mr. Phillips is a born back-bencher and has made invaluable contributions from that position over many years. There is no doubt that he will be a reluctant hero in his new capacity and Council approached the moment of acceptance with trepidation. The moment passed, and a member was overheard to remark that the doors could now be unlocked. Another stalwart in the person of the Honorary Treasurer, Mr. H. G. Holloway, has announced that he will not stand for re-election in 1962. The suggestion that Mr. Holloway's successor be appointed in March "to allow him to learn the ropes" and to allow the present incumbent "time to resign before the end of the year" was adopted.

If one were to judge the atmosphere in the Committees by their agendas, one might expect to find a routine dullness punctuated from time to time by momentous decisions of a deadly serious character. But, allowing for the fact that some of the humour may be unconscious, there is evidence from Committee reports to Council that only a few of us take ourselves too seriously and that the work is performed for the most part in an atmosphere which is cheerful without being unduly frivolous.

At this meeting, Council heard from Press and Publications that *Library Buildings*, Thompson's magnum opus (the emphasis being on the magnum), had grown considerably and was now reposed in a 'crate of unknown dimensions.' The Honorary Education and Sales Officer, in reporting his Committee said that, since this year's Martin Award winner was not a Home member, presentation could not take place in her Division and he would be willing to make the presentation personally. On learning that the recipient lived in Southern Rhodesia, the Honorary Treasurer supported this course in Council, subject to Mr. Davey paying his own expenses.

Finance and General Purposes Committee recommended that the officers "take samples of over-thirty A.A.L. members from the L.A. Year Book," but stopped short of putting them on the road. Lastly, Conference Committee, which had had to resort to meeting in a place of refreshment because they were locked out of Chaucer House, suggested that the 1961 Conference should be entitled "Status for the Sixties." Mr. Surridge hastily ruled out any connection with the earlier discussions on an A.A.L. age limit and explained that the 1960's were referred to.

The agendas for the meeting had promised a very full day and the portent was fully implemented. A motion from G.L.D. had to be deferred to the next meeting and a number of other items not reported here were, one felt, not ventilated at length owing to the sense of urgency which had pervaded the day's work. Many members would be fortunate to catch their last trains unless they failed to stay the course.

**A. M. HALDANE
LTD.**

Although

**WE SPECIALISE IN
CHILDREN'S BOOKS**

We also have a comprehensive stock of

**NON-FICTION
FICTION**

**CHEAP FICTION
REPRINTS**

**OVERSTOCKS
REMAINDERS**

and will be happy to receive your requests and wants lists.

We have now instituted a new **URGENT SERVICE ;**
WHY NOT TRY IT ?

You will always be assured of a warm welcome at our showrooms at

**5, DENMARK STREET,
CHARING CROSS ROAD,
W.C.2**

COVent Garden 0488

**THE
HOLT-JACKSON
BOOK COMPANY
LIMITED**



*Public and County
Library Booksellers*



**MONTAUBAN
CHAMBERS,
ST. ANNES-ON-SEA,
LANCS.**

Telephone: St. Annes 575



London Showrooms:
**59, BRITTON STREET,
CLERKENWELL ROAD, E.C.1**
Telephone: Clerkenwell 3250

The Librarian's World in 1961

by S. C. Newton
Sheffield City Libraries

January

The Library Association inaugurated an all-out drive to improve the nation's reading habits. A poster bearing the slogan "Reada Booka Day" was produced, and the life story of a chief librarian was serialised for a Sunday newspaper.

February

The library committee of a large northern town decided that a book called *Germinal* by one E. Zola, was unfit for reading by anyone over the age of twelve. The book was accordingly placed on the open shelves of the Junior Library.

The Library Association, as a mark of respect to former presidents, introduced compulsory examinations in mining engineering, politics and Ancient Egyptian.

March

The Soviet Union announced the abandonment of its rocket programme and the diversion of its resources to the production of books. In a broadcast appeal to the nation, the President of the A.A.L. said that in order to maintain her position as a great power, Britain must have one million librarians. In London enraged scientists attacked Chaucer House, and in Manchester technology students lynched the ex-editor of *The Assistant Librarian*.

April

Mr. Krushchev led a delegation to Britain to study the work of the L.A. and the A.A.L. At a ceremony to mark the close of the visit the library organisations presented the Soviet leader with a copy of *Dr. Zhivago*. Mr. Krushchev referred to the high standard of modern literature, and presented the Association with a copy of *Lolita*.

May

The National Lending Library for Science and Technology and the kitchen staff at Chaucer House combined in an attempt to arouse opposition to the A.A.L.'s plans for increasing the number of librarians. A copy of *The Assistant Librarian* was ceremonially burned outside the British Museum.

June

The campaign to improve the reading habit entered a new phase when the Library Association bought up an I.T.V. channel and began round-the-clock propaganda. The director of the service announced that he had banned the A.A.L. film *Index to Progress* as unsuitable for children's viewing, and had substituted a film about a university librarian called *I was a bod in the Bod*. This film had to be withdrawn after the second showing, however, as there were strong objections to the harrowing scenes depicting students fighting for seats.

July

Britain had a visit from the most distinguished living member of the library profession, Mao-Tse-Tung. He inspected several well-known libraries, but while approving of the service and of the inscrutability of the staff, he said that he was surprised to find so few books in Chinese. The A.A.L. suggested that all large library systems should have their own laundries.

August

The continuing tropical heat resulted in a demand for a four-day week for library staffs. The employing authorities agreed to the demand provided that two extra days were worked each week to make up the time lost. One Corporation declared that "as one of the most progressive local authorities in the country, we categorically oppose any attempt to get our employees to work more than seven days in any one week."

September

Sheffield City Libraries followed up their successful film, *Books in Hand*, with a spine-chilling production entitled *20,000 years in Central Lending*. The Press were enthusiastic; "I shall never have an overdue again," said one prominent film critic.

The Library Association campaign was directed at teenagers this month with the slogan "Dig that crazy book".

October

The book campaign suffered a setback when it was disclosed that 70 per cent of public library borrowers could not read. "We must not be dispirited; we know that there are many hurdles in our course," said the President of the Library Association, Sir Gordon Richards.

An article in French appeared in *The Assistant Librarian* and General de Gaulle appealed to the United Nations for redress. "The honour of France is at stake," he said; the A.A.L. presented the General with a brief-case.

November

The trial opened in London of Sir Alan Herbert, accused by the A.A.L. of the fraudulent conversion of public funds to the benefit of the Society of Authors.

The inclusion of three librarians in the cabinet caused further unrest among scientists and at the National Lending Library for Science and Technology.

December

The Minister of Transport announced that the new Chaucer House will be demolished on completion to make room for a new motorway.

The B.B.C., alarmed at the success of the book campaign, featured a programme indicating that severe eyestrain was likely when reading any printed work other than the *Radio Times*.

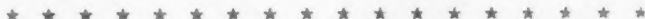
The year ended encouragingly with a Bureau of Statistics pamphlet which proved that if the present rate of road accidents continued, no member of the library profession would be alive in twenty-five years' time.

Adapted from an article which originally appeared in "Counterspy," magazine of the Sheffield Libraries Staff Association.

Educational Supply Service

806 HIGH ROAD, LONDON, N.17

TOT 3354/5



J. STARR & SONS, LTD.

Specialist Library Bookbinders

Dawber Street Works
Wigan, Lancs.

**'Phone: 2 lines
3484-5**

'Grams: Starre 3484
Wigan

One Quality only—The Best

HOLMES

LIBRARY SERVICE

*SUPPLIERS TO TOWN AND COUNTY, UNIVERSITY
AND COLLEGE, AND INSTITUTIONAL LIBRARIES
IN ALL PARTS OF THE WORLD*

AGENTS FOR
THE H. W. WILSON CO.'S LIBRARY
AND BIBLIOGRAPHICAL PUBLICATIONS
AND FOR
THE DEWEY DECIMAL CLASSIFICATION

W. & R. HOLMES (Books) LIMITED
P.O. BOX No. 192
3-11 DUNLOP STREET - GLASGOW

Set in Times Roman with Perpetua Headings and printed by
KENTISH TIMES LTD., NORTH STREET, BROMLEY.

EXAMINATION SUPPLEMENT

Edited by Frank Atkinson

For the first time, the Work with Young People examination is discussed and reviewed in this *Supplement*. The numbers of candidates for this paper have steadily increased over the past few years—fairly conclusive proof that serious interest in work with young people is not declining. The continuous, and apparently fruitless, advertising for Children's Librarians is obviously misleading: there is no incentive in a Grade I salary for a Chartered Librarian, whatever the job.

The Historical Bibliography papers are commended later as being "... amongst the fairest and most evenly balanced we have seen in Historical Bibliography for some time." That the italicised phrase is the operative one, is indicated by the criticisms which follow it. The main fault is the incredibly wide (and, as a candidate says later, deceptively brief) syllabus. This almost unlimited scope, in addition to being the despair of tutors and students, has tended in past years to lead the examiners into alarming eccentricities of emphasis and interpretation. These have been commented on before (see *Assistant Librarian*, vol. 50, No. 11, Nov., 1957). Some drastic revision of the Historical Bibliography syllabus is long overdue.

We are including for the first time in this issue, comments from some students who sat these examinations. These comments appear to be moderate and reasoned, and we hope they will prove interesting to all concerned with the examinations.

The aim is to make this *Supplement* as useful as possible and, to this end, I should be pleased to receive criticisms, and suggestions for future issues.

I have again been most fortunate in my collaborators, whose names appear with their contributions. The very hard effort which they have put into this *Supplement* will be apparent to all who read it.

LIBRARY WORK WITH YOUNG PEOPLE

Final 4(b).

Twenty years ago an article in the *Junior Bookshelf* looked forward to a time "... when work with children has developed in this country beyond the present pioneering stage." To anyone who experienced those "pioneering" days of uneven experiment, the promotion of the examination on Library Work with Young People from being a Specialist Certificate to the position of Part 4 (b) of the Final Examination brings a sense of justification and achievement. The scope of the questions in these papers points to the technical skill required to be a *trained* children's librarian. Yet does this Final Examination qualification come too late in the average Children's Librarian's career and might he or she not welcome a chance to gain some distinguishing specialist qualification earlier in the examination syllabus?

The latest examination papers show regard for all the main aspects of work with young people, the historical development of children's literature, the illustration of children's books, the needs of special groups such as delinquents, libraries in schools, planning the children's department, extension activities and English education in relation to libraries. It is obvious that the examiners have surveyed library work with children in its widest sense. Now to look at the questions in greater detail:—

First Paper.

Q.1. *What appeal have the Arthurian legends for children? What difficulties are inherent in presenting them to children? Evaluate the children's editions currently available in the U.K. and indicate how closely or otherwise they follow Malory's version.*

The three parts of the question should be noted. The appeal of the Arthurian legend as "the Christianised fairy-tale" must be elaborated, the contemplation of deeds of chivalry and endurance being part of education. Difficulties were summed up by Roger Ascham (1568) when he described the tales as "open manslaughter and bold hawdry," referring no doubt to the illicit love of Lancelot and Guinevere, to the lack of clear moral teaching in personal relationships, and violence which caused the destruction of the Round Table's fellowship. The three most useful children's editions available are by Barbara L. Picard, R. Lancelyn Green and Alice M. Hadfield. All three have used Malory as a main source, but they have used other sources as well. B. L. Picard has made 27 independent stories, R. L. Green has not followed Malory slavishly, but has presented Arthur as a legendary historical figure probably based on original accounts by Geoffrey of Monmouth, while A. M. Hadfield has concentrated on the quest for the Holy Grail, from Malory, Welsh sources and 12th century writers. M. R. Ridley has written of Sir Gawain, a story which does not appear in Malory, Brian Cooke has written of King Arthur "in Malory's own words as far as may be." These last two versions were not written specially for children, but appeal to older boys and girls.

Q.2. *Suggest, with reasons, SIX books which would have merited the Kate Greenaway award had it been instituted ten years earlier.*

Period of choice here would be 1946-56 and artists to consider for the Kate Greenaway award might well include Arnridd Johnston (*Animals we use*), Clifford Webb (*The story of Noah*), Alan Howard (*Peter and the wolf*), Leslie Wood (*The little red engine goes to town*), Stephen Bone (*The little boys and their boats*), Harold Jones (*Lavender's blue*). Other artists who might have been recommended were Dorothy Craigie, Kathleen Hale and Clarke Hutton. Reasons are included in tenets of good book illustration for children—(a) simple, detailed information, (b) a story and pictures which grow together, (c) technical skill which appears vivid and memorable, (d) a style which outlines the artist's personality. A satisfactory answer to this question would depend upon the student's opportunities of handling distinguished picture books.

Q.3. *To what extent have children's writers of to-day been influenced by the developments in children's literature during the latter half of the nineteenth century?*

This period is well covered by J. Harvey Darton's book, *Children's books in England*, outlining the emancipation wrought by Catherine Sinclair and others from 1839 onwards, translated into the work of Lewis Carroll, Charles Kingsley, Edward Lear, George MacDonald, Mrs. Ewing, Mrs. Molesworth, etc., followed

by a recognition of adventure and romance in books to be "enjoyed" by boys and girls, works of Stevenson, Haggard, Verne, Kipling, Barrie. J. Harvey Darton points to Kipling and Barrie, after Lewis Carroll, as "the most prominent revolutionaries in the history of modern children's books." It is important to point out that many of these writers set standards for the criticism of the best in children's literature to-day. Mention should be made of modern writers like Arthur Ransome, Geoffrey Trease, David Craigie, C. S. Lewis and Mary Norton, and of the present day liberty enjoyed by writers to choose themes of adventure, history, scientific prophecy or everyday life.

Q.4. In your opinion, how far are reading needs of the lower teenagers covered by the literature available? What books are particularly suitable? What gaps, if any, need to be filled?

Practical experience will help in formulating an answer here, also the examination of bibliographies of children's books, especially *Four to fourteen* by Kathleen Lines and the L.A. *Books for young people* Pts. 2 and 3. Points to remember are that children cannot be grouped by age without bearing in mind different levels of attainment. In schools they are selectively "streamed" but public libraries deal with cross-sections of the child population. However, in reading ability the average children are now five months ahead of children in the same age-groups ten years ago (Min. of Educ. pamphlet *Reading ability*) and many of them demand books which entail a certain amount of duplication in the children's library of books already in the adult library stock

Q.5. Referring to books written to give children "spontaneous pleasure," Harvey Darton wrote: "There were no children's books in England before the seventeenth century and very few even then." Discuss this statement with reference to specific works and indicate how far you agree, or disagree, with it.

This is an example of a quotation from J. Harvey Darton's book produced out of context and, therefore, likely to be misunderstood. The inclusion of his words, "Roughly speaking . . . there were no . . ." renders the statement less dogmatic. Later he points out that although the publication of books for children may be said to have begun in 1744, with John Newbery, yet that date is to be taken in the same way as 1066 in English history. Books were written which appealed to children earlier than the seventeenth century, but not with a child audience in view. Children were provided only with books of instruction, but Caxton and his assistant Wynkyn de Worde unwittingly provided books for children when they printed *Raynard the Fox*, *Aesop's Fables*, *Valentine and Orson*, *Guy of Warwick*, *Bevis of Hampton*, *Robin Hood* and *King Arthur*. Children took these stories and made them their own. The fables of Aesop were "read to pieces." The great work *Gesta Romanorum* was probably compiled about 1300, translated in the fifteenth century, and was full of stories of different kinds. The Bestiaries, compiled for church use, have been described as "one of the leading picture books of the twelfth and thirteenth centuries in this country." They were part of the recreation of ordinary people, including children. Any books meant for children before the seventeenth century, such as books of courtesy, were aimed at those destined to take their places either in good society or the church. In addition there must have been fragments of fairy tales, folk-tales, riddles, proverbs and nursery rhymes culled from travelling chapmen's wares and passed on by word of mouth. There is abundant proof that children read what was at hand when no specific provision was made for them—witness how they welcomed Bunyan's *Pilgrim's progress*.

Q.6. Discuss the case for and against "comics" in the life of children and adolescents. Can the children's and school librarian make any effective use of them in their libraries?

There is plenty of scope here to state plain facts for and against "comics" (well within the experience of most children's librarians) and to emphasize that libraries exist not to provide "comics," but to suggest an alternative. A useful reference might be made to the *Tintin* books in English and the use of strip picture illustration in books for backward readers. G. Pumphrey's book on children's comics gives relevant material, also appropriate sections of Hogben's *From cave-painting to comic-strip*.

Q.7. What factors contribute towards juvenile delinquency? What forms of co-operation are possible between public libraries and the services dealing with delinquents?

A knowledge of Cyril Burt's book *The young delinquent* would supply all that was needed about heredity, environment, sub-normal intelligence, and emotional instability, the main factors contributing to juvenile delinquency. Reference to schemes of co-operation between public libraries and Probation Officers, Remand Homes and Approved Schools, should cover the second part of the question.

Second Paper.

There is a good balance here between questions to suit experience of both public and school libraries. Probably some students must have shown considerable perseverance to obtain all the reading matter they required, for the examination needs of children's libraries do not always receive adequate attention. A teacher-librarian mentioned recently to the writer that on enquiry in her local library, situated in a town of over 40,000 population, for material on school libraries, she was given one book of which a later edition was available, and another book dated 1937! Much useful reading can be found in Ministry of Education pamphlets and publications of the School Library Association.

Q.1. Compare and contrast the functions of primary and secondary school libraries. What do you consider to be the best methods of organizing a library in a primary school of 250 or more pupils?

Both types of school serve a double function—(a) to encourage the habit of reading, and (b) to give children the ability to learn from books without a teacher and to prepare for adult life. The educational plan is slowly evolved through primary and secondary schools and the pattern of provision is correspondingly different. Secondary school children become increasingly specialised in their studies, requiring several books on the same subject, and there is considerable overlapping of knowledge, therefore a well-organized library at the heart of the school is indispensable, a substantial undertaking, a mirror reflecting the world. But in primary schools, class libraries and a central collection to supplement them, are adequate. The curricula of the two types of school are different. In secondary schools, teachers specialising in particular subjects may expect to conduct classes in the library, therefore a central position is important, not only in the building, but in the mind of all who use it. Primary school children show great variety of age, ability, and development. For them, books must be plentiful and readily accessible in the class room, in accordance with suggestions from the class teacher.

If the primary school in question had an Infant Class, a Book Corner

would be required there for children who need picture books before they begin to read. Class libraries, suited to the age and intelligence of the children, would be provided in the other classrooms of the school. Books for home reading would be borrowed. A central collection of approximately 1,000 books, comprising encyclopaedias and a wide range of background books to satisfy unusual enquiries, to keep class libraries alive and to make older children aware of a larger world of books, would be necessary. If the central collection could be housed in a separate room, so much the better, but it should never be located in a class-room also used for teaching purposes. Nevertheless, the teacher-librarian needs to have working-space somewhere in the school. If a room is available for the central collection, then tables and chairs might be provided to accommodate about twelve children, besides the catalogue, work-table, notice-board, and vertical file or cupboard to contain an illustrations collection. Class-rooms should be provided with shelving space for about 200 books. The teacher-librarian would be responsible for ordering books in consultation with the head teacher and other members of the staff; for cataloguing and classifying; and for recording loans both to class libraries and to individual children for home reading.

Questions 2 and 4 would be appreciated by students who had allowed experience to teach them. Text-book knowledge would supply answers, but better answers would be forthcoming from students who had also visited other libraries, tested ideas by their own experience and, above all, kept the children they serve under constant observation.

Question 3, along with Question 7, calls for experience in talking to children and observing their reactions, also in assessing the relative values of visual aids in children's library practice—films, film-strips, films accompanied by film-strips for further explanation and revision, and the impact of television. The term "visual aids" includes a wide range of illustrative material as students will find by reading *Visual aids in public libraries*, by E. Wild. In Question 7, students should note the period of six school terms to be covered and remember that, after the first term, it is important to allow time for constant revision plus some new information. Each period should allow for a short lesson and practical work—finding information, using the catalogue, etc. Time for browsing among books should not be overlooked, nor the likelihood of having to interest a proportion of reluctant readers.

For Question 5, both *School libraries*, by C. A. Stott and *The teacher librarian*, by E. Grimshaw, would prove useful, since both writers give clear expositions of essential stock records, charging methods and catalogues for school libraries.

Q.6. What changing principles and practices of English education in the present century have influenced the type and contents of school libraries?

The landmark to mention here is the 1944 Education Act with its plan for libraries in schools at primary, secondary and further education levels. Previously, from 1906-1944, the question of school libraries was aired in various Board of Education pamphlets, with particular reference to providing space for a library in school building. The Spens *Report on secondary education* in 1938 found that "there is often more real education going on in a good school's library than in any of its classrooms." Emphasis in education swung towards assimilation of knowledge as a lifelong joy instead of being a necessity for school days only. The effect of School Inspectors' Reports could be mentioned and also the progress made in educational psychology. Since 1944, note the attention devoted to school libraries by the Ministry of Education, the growth of the School Library Association, and book-lists, exhibitions, etc., arranged for school librarians.

P. E. MANSLEY, *Hammersmith Public Libraries.*

FIRST PROFESSIONAL

The November paper was, to a large extent, the mixture as before. With two papers to be set every year this is only to be expected; if the subject content places little limit on the examiners, the level at which the questions are to be set will do so. How the Roberts Committee Report must have been welcomed, from the point of view of examination papers; a new "topic" on which to set questions—two in this case. It also underlined the necessity, even at F.P.E. stage, for the candidate to be aware of present day developments.

Here and there is evidence that the examination requires the student to think all round a subject, at the same time placing a responsibility on the tutor (because he is dealing with relatively inexperienced assistants) to ensure that all approaches to a subject are covered; e.g. Paper 1, Q. 5 concerns not only inter-library co-operation via Bureau and N.C.L., but subject specialisation, subscription arrangements with Lewis's Medical Library, Law Notes Library and the British Drama League, the Science Museum Supplementary Loan Service, and even facilities arranged through the National Library for the Blind.

Paper 2, Q. 1 could be disconcerting if candidates had not thought, as they should, of charging systems as a form of stock control. Paper 3, Q. 4 is further evidence of the examiners' striving for a new "angle"; the term "syndetic" appears for the first time in F.P.E. papers, and one almost senses the examiners apologising for introducing one more technical term by half giving the game away in the second part of the question.

Paper 4, Q. 5 illustrates an aspect for which candidates seldom seem prepared; the examiners are presumably looking for the assistant who takes an intelligent interest in the world around him (aren't we all?)—the type of interest that ought to be found in anyone who hopes to make a success in librarianship. One wonders what type of answers are given to such a question; so many F.P.E. students seem strangers to a daily newspaper (emphasis on news) let alone periodicals.

Each of the four papers seems to contribute something to one particular aspect of librarianship—almost an underlying "theme," although I do not suggest this was intentional on the part of the examiners. It might be useful if I enlarge upon this a little; the theme is SPECIALISATION, and there are eight questions in the papers that touch upon it.

(a) *Purpose and content of libraries.* Here lies the basic difference between types of libraries which it is so necessary for the F.P.E. student to understand; necessary because, generally speaking, at this stage his experience will be restricted to *one* library of *one* particular type. He must be made aware that other types of library exist, other routines are more suitable for other circumstances. At the same time it is necessary for the tutor to emphasise that the difference is one of degree more than of kind; that, be it industrial, public, college or learned society, we are all concerned with *librarianship*.

Paper 1, Q. 1 asks for the basic facts and reveals one more example of the need for us to tighten up our use of professional terminology; in some cases "special" is taken to mean anything that is not "public"—in others it means industrial, professional and learned society, Government Department but, strangely enough, not university, college or school. In such cases it is imperative that the candidate state quite clearly what he means when using the term in an answer. It is, of course, the people (users, readers, enquirers) for whom the library exists that constitutes the difference; the stock, though different, is only so because of the people using it. All variations in routines grow out of this difference in function.

Paper 1, Q. 5 is relevant because it brings in, *inter alia*, the question of subject specialisation, a method of library co-operation which cuts across the

established Bureau organisation and which is now with us at two levels, regional and national.

Paper 2, Q. 4 also requires consideration from the point of view of specialisation; the type of publicity envisaged will depend upon the type of service provided, and this will, in turn, depend upon the needs of the people for whom it is provided. This factor will govern not only the content of the publicity, but the level of the approach also. In passing—this is the type of question that allows the candidate to talk about any type of library; at this early stage in his career he will probably fall back on something he knows, his own library. Fair enough—but it is essential to let the examiner know, by a clear statement and not by inference, what type of library is being dealt with.

Paper 2, Q. 6 will produce an answer conditioned by type of library. Here the choice of type is stated by the examiners, but it is still necessary to indicate clearly which type is being dealt with. Periodical files will have greater or lesser relevance to stock resources according to the function of the library, but it must be remembered that the participation of "(b) a large municipal library" in a scheme of subject specialisation will influence the filing of periodicals within that library.

(b) *Staff training and duties.* This is an aspect of specialisation not necessarily related to types of library, e.g. there are specialisations within a public library staff. This point is covered by Paper 2, Q. 2, and although the Roberts Committee Report instanced Reference and Children's Librarians, its remarks were presumably intended to have a general bearing and so would include Music, Hospital, Technical and Commercial Librarians, Chief Cataloguers, or any other specialist posts that might be desirable. Different localities will demand different specialities, although one could assume that Reference and Children's Librarians would be common to all systems (if not Branches) and would therefore require, say, a Reference Librarian in preference to an "Assistant-in-Charge"; the latter smacks of the services designation "unpaid-acting." Costs will increase of course, largely on account of salaries, but this would be countered by the higher qualifications and experience of applicants for the post, and this very factor might lead to a more economical use of funds and resources in connection with the department.

Paper 2, Q. 3 also invites consideration here because, apart from type of library, allocation of duties will often lead to specialisation in routines even if only temporary (i.e. until the next change-round of tasks). The question allows the candidate to deal with his own type of library (if he so desires), but again demands a clear statement as to which part he is answering. Part (a) "a public library" could include a still further aspect of specialisation, the subject organisation for stock selection whereby subject fields are allocated to individual members of the staff to deal with selection, binding, discarding, replacement, as is practised in Tottenham and elsewhere.

Paper 2, Q. 5 sets out the types of library as alternatives, but here specialisation is also relevant. His/her (to use the examiners' concession to the weaker sex) training will vary according to type of library. As has so often been stated "the basic routines are common to all," but, superimposed on these come the differences, the emphasis on periodicals, abstracts, translations in the special library (i.e. industrial and scientific), the need for source and research material in the academic library. In relation to such a question it seems relevant to emphasise the difference between training and professional education; it is also important to remember that, particularly in a public library, the division of staff into professional and non-professional will emphasise the cleavage between training and education.

Even Paper 4, Q. 5 seems to lean a little towards this question of specialisation. Admittedly such "specialisations" may be in the realm of hobbies (viz. "subjects which interest you") and not connected with profession or occupation, nevertheless (and I repeat it because it is worth repeating) it illustrates the exam-

iners' concern for the "all-round person" as a librarian. Some answers, however, perhaps even some interests may have been stimulated by occupational specialisations in a "special" library or by subject specialisation in a public library. Another case here where the student who keeps his eyes open and his critical faculties alert will score over his easier-going, can't-be-bothered, colleague.

(c) *Almost the only aspect of specialisation not covered by the November papers is the question of subject departmental (or divisional) organisation.* Given the size, the need, and the financial resources to justify increased salary, stock and administrative costs, such an organisation virtually converts a public library into a collection of special libraries. Everything is organised with the specialist reader and enquirer in mind; he finds all his material, lending and reference, together and meets a staff who are specialists in the subject literature if not in the subject itself (the two are not the same). Here the public library will adopt many of the documentation routines of the special library, particularly as the individual subject departments increase their comprehensiveness. But even such a highly organised service must always make provision for the general reader, the man who, in his reading tastes, does *not* specialise.

J. R. HOWES, *Paddington Public Libraries.*

FIRST PROFESSIONAL

A Candidate's Comments.

The examination is over and the results will soon be out. How many of us will be included in that lucky 41% of students who pass, and if we are not, why not?

The First Professional Examination is to prepare the student for the Registration Examination which succeeds it, and like the Registration Examination, it is divided into 4 papers. These papers are of 1½ hours in length and out of the 6 questions set, only 3 need be answered, each carrying equal marks. I think the time for each paper could be lengthened, as 30 minutes to answer a question is not very long.

In Paper 1, which deals with the purpose of libraries, the questions were fairly straightforward, Question 2 (on the Roberts Report) and Question 4 (on Copyright Libraries) being gifts.

In Paper 2 on librarianship methods there was another question on the Roberts Report. Admittedly this is an important item, but surely it is not necessary to test the student's knowledge of it more than once. A question on the governing and financing of libraries, or the ordering and receipt, preparation and care, of books could have been asked instead.

In the next Paper, description and arrangement of library stock, a few of the questions were not very clear in their meanings nor could one understand them: for example, Question 4 which asked what was understood by a *syndetic catalogue* and called for examples to illustrate the answer. This, I think, was an extremely unkind trick on the part of the examiners, and I doubt if many people knew the answer. *I have yet to find someone who can tell me for sure what a syndetic catalogue is.*

In the last Paper—on reference books—the questions were straightforward and what one would expect.

However, I found in most papers the amount of writing needed to answer the questions was unbalanced. Whereas one question could be answered adequately in three-quarters of a page, another would need one-and-three-quarter pages.

To finish, I think the examination is a good idea, even though only a few manage to pass, for it is a good preparation for the Registration Examination.

Joan Gillett, St. Marylebone Public Libraries.

CLASSIFICATION THEORY

Registration A(i) and Final 4(c).

It is refreshing to note the increasing tendency of examiners to depart from the hackneyed and oft-repeated question (in no matter what guise). The intelligent and resourceful student should have had plenty of opportunity to express his individual views in both Registration and Final papers. The departure from the question of the "red rag, pink rags" variety may place the memorising parrot-like student at a disadvantage, but it does at least mean that the student keeping in touch with modern methods and techniques is able to present an original point of view rather than slavishly expound à la Sayers, Phillips, or even Bliss and Ranganathan.

Registration A(i).

Six of the questions in Registration A (i) illustrated this tendency—this seems a fair allocation in that the "text book" student was still allowed a groundwork of four questions.

The complete lack of emphasis on faceted classification—especially in the Registration Paper—is to be expected if examiners are to set questions within the limits of the syllabus, although the student interested in the apparently unending strife in the professional press might regret his inability to show the examiner on which side his bias lies.

Question 1 would no doubt appeal to the textbook student who had assimilated the meaning of "consistent" and "essential" characteristics, and there is little doubt that the examiners were nauseated by references to grocers, milliners and sundry traders. A little originality in the selection of examples must have gained added marks here as would any new approach other than the inevitable chant of "generalial"—"form classes"—"form divisions" in Q.3.

It has been said that notation should not affect the construction of a classification schedule, but in practice its ability to convey to the user not only any relationship between subjects, but a convenient and, where possible, mnemonic method of sub-division, add immeasurably to its value. In Q.2, this point should have been emphasised with passing reference, not necessarily condemnatory, to the "procrustean bed."

Questions 4 and 5, being based on practical librarianship, would enable the student to display his experience and observation. The opportunity was presented to underline the growing ability of a high proportion of library readers to use a Catalogue and follow shelf order. At the same time it should be recognised that an even higher proportion of readers have no definite subject need.

All students, it is assumed, would have examined copies of the 16th edition of Dewey, but authoritative views could be gleaned from an examination of the reviews, the best summary of which is perhaps that in the May, 1959, issue of the *Library World*.

Any long term reappraisal of the classification policy of the B.N.B. should surely recognise its contrasting success as a bibliography with its comparative failure as a classification tool. A recognition of the fundamental practical needs in classifying collections of up to 100,000 books could lead to a re-orientation of outlook and a change of policy, which could result in a really vital national co-operative scheme of classification and cataloguing.

Final 4(c).

The Final paper exhibited down-to-earth approaches similar to those of Registratoin, and again it is to be noted that a wider reading than the obvious textbooks was demanded to provide an adequate background knowledge. Question 1 might have presented difficulties in that the details of subject specialisation schemes are not widely publicised, except in the Annual Reports of Regional Bureaux, and students working in an area without such a method of co-operative book buying would have been at a definite disadvantage. The controversial letters in the professional press contain plenty of ammunition with which to deal with Qs. 2, 5 and 8, and to some extent Qs. 3 and 7 would attract a similar approach in the enumeration of the development and formulation of bibliographical classification. Much of this Advanced paper demanded a re-statement of basic factual information and the student with the more individual approach was left with Qs. 2 and 4 only where he could let his theoretical knowledge or imagination range more freely over possible developments in the fields of research projects, information retrieval and techniques.

CATALOGUING THEORY

Registration A(ii) and Final 4(c).

The theoretical paper, if not particularly original, was well-balanced, and the questions were all slanted to give the candidate an opportunity to show that he had not merely read, marked and learned, but also inwardly digested, textbooks and other sources of information. It was good, too, to see a paper without the old hardy annual question asking for the assignment of subject headings to ten different books, for this aspect should be adequately dealt with in the practical paper, and no-one should be expected to assign subject headings without the assistance of one of the recognised lists.

Registration A(ii).

Q.1 is well covered in the text-books. The great argument against using the printed index to a scheme in most libraries is precisely that it is an index to a scheme, and not to the library concerned. There may be circumstances in which a printed index could be used satisfactorily, but this would usually be in the case of a specialised library, possibly using a special classification scheme, and with a limited clientèle, who would be more familiar with the use of the library and its catalogue than is the case with users of public libraries.

The main difficulty in answering a question of the type of Q.2 is to keep the explanation clear and concise, and to avoid both library "jargon" and the taking for granted of a degree of understanding of library methods rarely found among readers. There is much to be said in preparing for the examination in the writing of an explanation of the use of both the dictionary and classified catalogues, and trying them out on one's uninitiated friends.

The main point of interest in Q.3 is the extension of the question from the usual rut of B.M., Cutter and the A.L.A. Revision of 1949, to include such

codes as the Library of Congress *Rules for Descriptive Cataloguing*, and the A.L.A. *Rules for Filing Catalogue Cards*.

A knowledge of the basic principles of annotation, plus a reasonable degree of commonsense should have sufficed to answer Q.4. The essential point to bear in mind in annotating any book, is what information will be required by the person likely to want that particular type of book.

Question 5, a hardy annual, was debated at some length in the *Assistant Librarian Examination Supplement* only a few years ago. The modern tendency is very much towards simplification; i.e., many libraries limit collation to illustrations and maps, while the indication that coloured illustrations are provided may often be useful.

Question 6 could only have been answered by candidates who have had practical experience in a library dealing with one of the classes of material quoted.

The necessity for examining modern catalogues and bibliographies during preparation for the examination was illustrated in the next question and the need for the student to widen his studies beyond the essential textbook readings emphasised. It does, however, place at a disadvantage the student who has the misfortune to work in a small library far from any large centre where such publications are likely to be available, and who has not been able to attend a library school.

Commonsense should indicate the usefulness of the publications in Q.8—the only one which is perhaps not so obvious being *World of Learning*, which is a reference book covering the field of education.

Any candidate who enters the examination ignorant of the answer to question 9 is surely asking for trouble. A study of the B.N.B. is *essential* preparation, but sometimes, one fears, neglected.

None of the rules in Q.10 is at all obscure, and the question makes it quite clear exactly how one is to show one's understanding. Rule 32 is one of the eight where the British and American Committees failed to agree, and both alternatives would have to be given.

Final 4(c).

An uninspired set of questions which should have pleased the "swot" rather than the thinker for himself. Question 1 gave some little scope for discussion, particularly to the student conversant with the state of Regional Catalogues to-day and the estimated cost of bringing them up-to-date, while questions 6 and 7 would allow latitude for intelligent digression. On the whole, though, the paper was more Registration than Final level, and unless marking is particularly severe, there should be a high pass standard here.

PRACTICAL CLASSIFICATION AND CATALOGUING

Registration A(iii).

Two general comments are called for on the practical cataloguing paper. First of all, when one considers the importance of indicating the date of publication in all catalogue entries, it is rather odd that in transcript no. 2 to be catalogued in full for a classified catalogue no date is given, nor is it mentioned in the following descriptive note.

The second comment is rather more critical of the examiner. Candidates are required to provide themselves with a recognised list of subject headings for a dictionary catalogue, and in the great majority of cases Sears will be used. Is it not reasonable, therefore, to suppose that the transcripts set for subject heading work in the examination should be some for which adequate subject headings are given there.

In transcripts 8 and 9 in this paper, the subject headings must be the names of the respective authors, i.e. Homer and Stendhal. The best one can do for no. 7 in Sears is *Television—Production and direction*, but bearing in mind that this is an American list, and that all American television is commercial, is this adequate for an English library, or should some reference to *Commercial* appear in the heading? With the exception of the very latest (1959) edition of Sears, which it is doubtful if many candidates will have, there is no subject heading given at all for *computers* (no. 10).

To go back to no. 1, using Sears, the best one can find is either *Church Work*, which is anything but adequate, or *Church of England*, equally inadequate, but possible of subdivision (though not according to Sears) by *Parochial system*, which would be nearer the mark. The cataloguer will normally find some solution to each of such problems in the course of his daily work, but is it fair to expect candidates to worry out the answers in an examination when time is limited? If transcripts are given for books on subjects which have no adequate headings in the most-used of all lists, one is entitled to ask *what on earth is the point of requiring candidates to provide themselves with a list of subject headings?*

Transcript no. 1. Assuming that the author is either English or naturalised, the heading will be *De Blank, Joost*. The A.A. Code is not clear on which *see* should be given, except by implication, which is that the author here should be described as *abp. of Cape Town, formerly bp. of Stepney*. The problem of the subject heading has been dealt with above. Class no. 262.2.

No. 2. Anyone who gave the wrong form of name here will presumably have received short shrift from the examiners, for *Rouvroy, Louis de, duc de Saint-Simon* is one of the examples to Rule 33. A reference will be necessary from his title, and an added entry under Norton. The Preface should be mentioned in the description, but a reference or added entry under Mitford is unnecessary. Subject-indexing by chain procedure to 944.033 is straightforward.

Louis XIV, King of France, 1643-1715: French history ..	944.033
Bourbon, House of: French history	944.03
France: history	944
Europe: history	940

No. 3. It is to be hoped that no-one fell into the trap of making the entry under Browning. The main entry must, of course, be Shakespeare, with an added entry under the compiler. A series entry should not be made in this case. Subject-indexing to 822.33 should present no difficulty.

No. 4. At first sight this appears to involve the rule for Joint-authorship, but a reading of the explanatory note shows that these were, in fact, a series of broadcast lectures and should, therefore, be dealt with according to the rule for Collections (126). As the work of editing appears to be slight, entry should be under title, with either added entry or reference under Ryle. One could indicate that in some libraries, analytical entries under each of the lecturers named might be given, but that here there is insufficient information to indicate their form. Subject-indexing to 192 is:

British philosophy	192
Modern philosophy	190
Philosophy	100

No. 5. Entry will be under Kirk-Greene, with a reference from Greene. No other entries or references are called for. Subject-indexing will be:

Adamawa Province: Nigeria: history	966.9
British Cameroons: Nigeria: history	966.9
Nigeria: history	966.9
West Africa: history	966
Africa: history	960

No. 6. Here the heading will be in accordance with Rule 109, *Mackay, W. J. and co. ltd.* Subject-indexing will be:

Type faces: typography	655.24
Typography: printing	655.2
Printing	655

Nos. 7-10 ask for subject headings only, with any necessary subject references, as for a dictionary catalogue, and the difficulty of dealing with these in accordance with Sears has already been stressed. As in the making of subject headings, one is adjured to follow the A.A. Code for personal names, no. 8 will strictly be Homerus, with a reference from Homer, and no. 9 will be Beyle, Marie Henri, with a reference from Stendhal. One hopes in the latter case that the Library of Congress footnote to Rule 38 might be invoked so that entry will be under *Stendhal*, and one can scarcely feel happy about entry under *Homerus*, but for the purposes of the examination the Code must be followed, however strange and undesirable the results.

For no. 10, according to the 1959 edition of Sears, the subject heading should be *Electronic computers*, with *see* references from *Automatic computers*, *Computers*, *Automatic*, and *Electronic calculating machines*. *See also* references should be made from *Calculating machines* and *Electronics*.

The practical examples set in classification were in the main straightforward, only Qs. 7 and 8 having really strong dual pulls. In 7, the more effective placing would be under 791.45, although there is obviously a good case for an added entry under advertising. "Homer and the monuments" is obviously produced for the student of Homer rather than the archaeologist.

C. W. TAYLOR, *Sheffield City Libraries.*

CLASSIFICATION AND CATALOGUING

Registration A (i), (ii) and (iii).

A Candidate's Comments.

The papers in this section were searching and the questions well chosen, testing both the student's understanding of basic principles and his ability to apply this knowledge to certain problems and situations.

The Group A (i) paper achieved, on the whole, good balance between fundamental principles of classification and their application both in existing schemes and to particular types of materials. But two questions call for some comment:

In Question 10 the choice of the generalia classes as a subject for comparative study in the various schemes, lends itself well to the required treatment of

"*list and compare*," but one would have thought that the choice of a class such as pure science, or technology, would have been a better test of the student's understanding of an efficient, practical scheme of classification and the relative weaknesses and strengths of the existing schemes.

If Question 8 was designed to test the understanding of the needs and problems of classification for special groups, surely it would have been fairer to have extended the scope of the question to embrace other types of special libraries, instead of restricting the question to these two alternatives, which covered the interests and experience of only a certain number of the students.

Group A (ii) gave the student wide scope in applying his knowledge of the problems of cataloguing to the type of library with which he is familiar. Questions 4 and 6, asking for consideration of particular types of problems, gave a similarly representative selection.

The questions on code rules, however, presented some problems to the student. Question 3 was straightforward, but question 10 on the *A.A. Code* must have made many students wonder just what the examiners were seeking. The rules for National Institutions and Princes of the blood do give some scope for discussion of the fundamental principles underlying the *Code*, but with the rules for copyright date and illustrations, apart from some consideration of the degree to which a catalogue should be a bibliographical tool and so provide full bibliographical description, it is difficult to see what the examiners require as "comment" in such cases.

Group A (iii) covered well all types of entry and ranged extensively over the classification. The examples chosen were sufficient to provide a good test of the student's ability, yet were of the type which the average cataloguer may expect to encounter.

As a final comment, may I suggest that, since students are required to be present in the examination room 10 minutes before the examination commences, the papers be given out 5 minutes before writing commences. This would enable students to read through their paper and make their choice of questions, leaving them the full 3 hours in which to write their answers.

D. M. Leaper, Canberra University College.

ORGANISATION AND ADMINISTRATION

Registration C(vi) and Final 2.

In the light of present day and future needs the most significant fields for study in these parts of the Examination syllabus would be among the following:— problems in the way of achieving effective library co-operation, staffing matters (In-service training, professional education, career opportunities, staff organisation for meeting readers' needs, etc.), modern library building and planning and, particularly for public librarians, the implications of the Roberts Report. In general, therefore, it must be pointed out that much more scope was offered candidates for the Final parts than for the Registration groups even when taking into account the lower level of requirement of the intermediate examination.

Registration C(vi).

This paper may fairly be said to be more representative of practical day to day problems than those relating to matters of significance requiring broader treatment. Not all the questions come into this category, but it is difficult to see, for example, what useful purpose Question 8 on "Fines boxes" serves at

this level of examination. To comment briefly on some of the questions in turn:—

Question 1 would best be answered by stressing the clear interdependence of librarian and books with allied materials as laid down in the standard definition of a library. In present day conditions a collection of books, etc. cannot be considered a library unless it is arranged and organised for the purpose of study and research or for general reading or both. A study of *R. Irwin, Librarianship, 1949*, will make excellent background reading for this.

From the wide literature dealing with librarianship generally, such slogans as, "good service and inadequate materials do not reflect so adversely as bad service," or, "a library will be judged on the adequacy of materials and the accessibility of such materials," are useful discussion points. The latter quotation stresses in part the need for adequate and appropriate buildings in order for appropriate materials to be made directly accessible to readers. The test for the student here is to condense his material into the half-hour answer.

Question 2. A straightforward answer to be taken from chapter IV of the Roberts Report. Apart from the regional and national system of organised co-operation the answer would be improved by reference to paragraphs 63, 74 and 125, relating to joint and contiguous authorities and co-operation between authorities. (This latter point applies even more in Final Part 2 (a) question 4, which calls for a critical review of the recommendations).

Question 11. It would be difficult to deal adequately with (c) as a one-third part. The matter of university libraries as libraries of legal deposit requires separate and fuller treatment.

Question 16. Whilst considerable publicity has surrounded the projected National Lending Library for Science and Technology, particularly the succession of articles by Dr. Urquhart and the newsletters of the L.L. Unit it is more difficult to deal adequately with the role of the proposed National Reference Library. F.C. Francis first drew attention to this proposal (see *L.A. Conf. Proc.*, 1951, 87.88) and since that time the Government Scientific Advisory Council has recommended such a provision to be sited on the South Bank and for the Patent Office Library to form the nucleus of its collections. Few details are available as to its role for adequate treatment to be given in answer to this question.

Question 3 is singled out for more detailed treatment as the use of Telex in British Libraries is very limited at the moment and information would appear to be scanty. Telex was installed in the Manchester P.L. Commercial Library in 1955, and now (December, 1959) it has been installed in the Sheffield City Libraries. Library use of Teletype in the U.S.A., however, dates from 1950, and the largest inter-library network has been, from 1951, that of the Mid West Inter-Library Centre when 14 of the 16 member institutions established such inter-communication. At about the same time it was installed at the Library of Congress and the A.L.A. use it for contact between Chicago and their Washington Office. Increase of message charges in the U.S.A. in 1953 led a number of public libraries to abandon its use and caused a number of members of the M.I.L.C. to have doubts regarding its economy. see *D. Jolly. The TWX in American Libraries. (Libri. 4 (4) 1954, 302-307); L. L. Ardern. Future methods of communication . . . (L. and H. C. Weekend Conference Proceedings, 1956).*

The advantages of such a service to industrial and commercial concerns are many and a large number of such bodies (approx. 3,000) in this country use this link both for United Kingdom and Overseas services. It follows therefore that our largest City libraries throughout the country would by these means secure more efficient co-operation with industry and commerce. Arguments in favour of employment of Telex in a library may be listed as follows:—

1. Accuracy of transmission, especially important with regard to technical data and foreign language materials.
2. Identical printed information simultaneously available at both sending and receiving ends.
3. Permanent record secured with up to six copies of the message.
4. Procedural and other codes similar to those used for cables may be established to keep messages brief and economical.
5. The service is a 24 hours public system and provided the machine is left switched on, incoming messages can be received when staff are not available or the library closed.
6. All exchanges have the benefit of the international Telex Exchange in London, which provides rapid service to Europe and the U.S.A.
7. Such long distance calls are two-thirds of the cost of telephone calls, e.g. 3-minute calls to France, from 4s. to 6s.; Germany, up to 8s.

Only libraries, co-operating at the moment with industry and commerce and having message traffic large enough and urgent enough to justify the annual rental charge of £160 in addition to charges for 3-minute calls ranging from 6d. to 2s. in this country, would find it economic at the present time. For the future, when the present number of subscribers in industrial and commercial organisations is increased and augmented by those of scientific and other specialist bodies, it might well be very desirably installed by the National Central Library as an aid to its information service.

Final 2.

No special comment is proposed for any of the (a), (b) and (c) Second Papers which appear to be straightforward. Students will note, however, that in respect of the (c) Paper as the coverage of pure library organisation and administration is less extensive than in (a) and (b) the Syllabus makes provision for the arrangement, indexing and abstracting, etc. of materials which occupy, of course, much of the special librarian's time. Questions which might belong to either Part 1 or Part 3 of the Final Examination also appear in this paper, as numbers 6, 7 and 8 demonstrate.

The General Paper overall is an interesting and straightforward one, but three questions, 1, 2 and 8, call for special comment and some detailed treatment. In the space available, therefore, these will be treated in turn.

Question 1. In so far as the long statement bears its author's name, it might be supposed that its source would give information on the role of university libraries in the field of international librarianship or give reasons for their comparative failure in this field. Instead it is discovered to be a useful article giving an overall picture of present day university library practice. see *UNESCO Bulletin for Libraries*, volume 13 (5/6), May/June. 1959. 110-114.

The candidate is asked to include in his answer a definition of international librarianship. When libraries work internationally they may be said to help in different ways "to give the people of all countries access to the printed and published materials produced by any of them." This is accomplished by the participation of university and other general and special research libraries in bibliographical projects to aid research and scholarship and in the international exchange of materials in library collections through direct loans or microforms, etc. In this respect university libraries have by no means remained in the back-

ground of international librarianship. Particularly in the U.S.A. they have aided considerably the contributions of the Library of Congress with such organisations as that of the Farmington Plan organised by the Association of Research Libraries, and participate generally in the field of library co-operation. Mention must be made of the work of UNESCO in international librarianship. Its work in bibliography is directed principally towards scholars and scientists by assisting in the setting up of national bibliographic centres in various countries and aiding their work through its International Advisory Committee on Bibliography. It co-operates with international bodies such as IFLA, F.I.D., and the International Organisation for Standardisation. It still operates as an intermediary for the international exchange of publications. UNESCO'S other great contribution to international librarianship is seen in its belief in libraries as instruments in the work of fundamental education in the under-developed countries.

From the seminars it organised at Malmo, Sao Paulo, Ibadan and Delhi, there followed in turn public library projects in Delhi, Medellin and Eastern Nigeria and assistance in the foundation of a West African Library Association and an Asian Federation of Library Associations.

Question 2. The term "Technical Services" has been defined in American library practice as the services involving the operations and techniques for acquiring, recording and preserving library materials. A number of libraries of various types in the U.S.A., among them being large public, university, college and government departmental libraries have grouped their services into two units. One is the above Technical Services and the other is for direct reader services. Although varying in details as applied to different libraries, the pattern of such an organisation is as follows. The technical services officer would have the responsibility of co-ordinating the acquisitions, cataloguing and preparations and binding departments, each with its own head of department. The public or reader services on the other hand would have the reference and home reading departments and departmental or branch libraries, co-ordinated by the public or reader services officer.

To take the first of the technical services so listed, viz. Acquisitions. The advocates of this method of organisation claim the need for participation by this department in the work of book selection. This would ensure, evenness of coverage according to the library's overall policy of provision and appropriate attention to the library's share of responsibilities in regional or national schemes of co-operative acquisition. For closer co-operation in book selection with faculty members or heads of departments stress is laid on the need for this department to be equipped for securing speedily needed items from booksellers and secondhand markets.

Such a department, therefore, is envisaged as being much more than a book ordering and checking agency. This organisation is intended to streamline the functions of acquisition, cataloguing and preservation, speed up all the processes of preparation of materials for readers and to develop the spirit of co-operation among all departments. It is further claimed to be the best means of controlling developments in changes of rules in cataloguing as they affect the system as a whole and for the study of operations and techniques of classification and cataloguing in the light of a library's programme of service to readers. In all, it is intended to secure, a rationalising of all technical processes, economy of records, elimination of duplicate work and the ability to change methods and procedures where necessary with the maximum co-operation from all departments.

It will be seen that this two-unit organisation of all library services is not a division of bibliographical and administrative staff. Non-professional and professional tasks have their place in both units and can be more clearly defined and allocated in both the technical and reader service departments. The head of the technical services division therefore has great responsibilities to the chief librarian both professionally and administratively for ensuring the maximum

efficiency behind the scenes in a library in order to allow the public service departments to do their work.

Such an organisation is undoubtedly expensive. Everything depends on the high quality of the technical services officer. Among librarians who have not adopted the system there is the feeling that where maximum autonomy is extended equally to a team of appropriately qualified and able heads of departments covering all library activities, a better system will operate. Furthermore it is an organisation feasible only for the largest university and public libraries where the chief librarian is obliged to relinquish personal control of everything except broad policy and the final discussions in this respect.

Question 8 offers an interesting innovation to this paper in so far as a short article on librarianship as a career is taken directly from a series in a leading Sunday newspaper on which a critical commentary is required. A number of candidates probably refrained from attempting it because of the fifteen minutes required for it to be studied as a whole. It is considered, however, that the time factor is not so pressing in this paper as at the Registration level, and that the form of question should be welcome.

The extent to which this particular "success story" applies to the field of opportunity to-day for librarians without special subject qualifications is doubtful. There is scope for critical treatment of present professional education and in-service training facilities and the apparent lack of opportunities for ambitious younger librarians in public libraries as evidenced by the growing number of librarians attracted by the higher salaries and opportunities offered by industrial libraries.

P. J. Cox, Lecturer, Loughborough School of Librarianship.

ORGANISATION AND ADMINISTRATION

Registration C(vi).

A Candidate's Comments.

Every year the hearts of Library Students are dismayed by tables showing how only one-third of their number are successful in the Library Association Examinations. The reasons given are manifold, but, mostly, they are ascribed to a "Thing" as vindictive as Cobbett's original. "The Thing" is responsible for questions that are too hard, too obscure, too foolish, too unrelated to the examination, and many other crimes. Regrettably these accusations may not, in all fairness, be levelled at the examiners for the December Organisation and Administration paper; this student, at least, will pass, or fail, on personal merits.

In all, the paper was unexceptionable. In the General section the subjects of Questions 2, 3 and 4 have all been frequently mentioned in Library periodicals during the past year. The Public Library section contained nothing unfair, though the question on fines seemed a little shallow. The questions on University and Special Libraries were good, and of a proper standard for this paper. The student of reasonably mature judgment and experience, who has kept up with recent library developments and literature should pass this paper.

However, there is one complaint, which, though it may be levelled at all the Library Association Examinations is particularly applicable to this paper. Half-an-hour is not long enough to answer the questions. If all the questions asked were of the "short notes" type of Question 11, then half-an-hour would be adequate, but they were not. Question 13 asked for ideas on the stimulation of the use of books by undergraduates—and one student had numerous ideas, but never could they have been presented in a logical comprehensive essay form in

half-an-hour. When the examiners, safe with their F.L.A.s, contemplate similar questions, they spend weeks in consultation and preparation. Yet the miserable student must toss off a convincing argument in half-an-hour!

Either the Examining Board should revise its style of question—which would make the paper very dull—to the “short notes” variety, or, they should allow sufficient time for the student to think and write an essay when this is demanded. In their present state the examinations may easily go, not to the most knowledgeable and potentially valuable members of the profession, but to those whose speed of writing and shallowness of mind makes half-an-hour for a question ample allowance.

Rosemary White, Ealing Technical College.

HISTORICAL BIBLIOGRAPHY

Final 4(d).

These papers, on the whole, would appear to be amongst the fairest and most evenly balanced we have seen in Historical Bibliography for some time. Certainly the student who had covered the main parts of the syllabus stood a very fair chance of getting through. It was perhaps a little unfortunate for the student who had made an intensive study of the history of English printing, but with a syllabus so wide, the dice must always be loaded against someone. The questions themselves are to the point and mercifully free from ambiguity.

I have no fault to find with paper 2, but paper 1 carries two questions which, in my opinion, could well have been replaced by ones dealing with less obscure parts of the syllabus. I refer to questions 5 and 8. No one would dispute that the budding bibliographer should have some knowledge of notable English book-collectors, but I am not so sure that it is reasonable, in this examination to expect the student to give a fairly detailed description of their collections to enable him to account for their importance. Book collecting, as such, is not mentioned specifically in the syllabus. Similarly with Q.8. There can be no question of the importance in the history of book trade bibliography of the *Mess Katalog*. However, to expect a description in any detail of this and the development of book trade bibliography in a foreign country in this examination is altogether another matter.

Paper 1.

Q.1. The question does not say *printed t-p*, and, therefore, we must start at the ms. bible known as *Codex Aureus*, produced c. A.D. 800 in Charlemagne's school of calligraphy. This had a kind of label title that was later used in several 15th century Italian mss. The earliest printed page appears in a Papal Bull of Pius II printed at Mainz by Fust and Schoeffer in 1463; *Sermo ad populum* printed at Cologne in 1470 by Ther Hoernen. An early English t-p appeared in *Treatise on the pestilence* printed by Machlinia before 1490. Regiomontanus' *Calendarium* printed by Ratdolt and his associates in 1476 contains the first decorated t-p, which was printed in two colours. Use of illustrations to convey the subject matter of the book, e.g. the t-p of an Italian edition of Columbus' letter printed in Florence in 1494; use of decorated t-ps developed in France in late 15th century. Here use was made of an exaggerated and highly embellished capital letter. This practice spread to Spain. Use of the printer's device on the t-p, e.g. picture of an early printing press used by Badius. After this, colophon material gradually found its way to the t-p from about 1522. Elaborately decorated t-ps were used in the French *livres d'heures*. These were often so over-decorated that the actual title was almost obscured.

The first use of the typographical t-p. as we know it to-day was by Robert Estienne in the second quarter of the 16th century. T-ps become over-decorated

in the 17th century, but reverted to simplicity in the 18th century—mainly due to the influence of Caslon and Baskerville. T-ps with woodcut borders were popular in the 16th century, and many fine borders were executed in Germany by Durer, Holbein and Urs Graf. This was succeeded in the second half of the 16th century by t-ps decorated with type ornaments. These, in their turn were succeeded by copper plate ornamented t-ps, the earliest of which was an edition of Germinius' *Anatomy* printed in London in 1546. Engraved t-ps were used extensively by Plantin and the Elsevirs. The engraved t-p reached its height in the 17th century. Decoration of the t-p by printer's rules has been used occasionally since the beginning of the 16th century. It became popular though undistinguished in the 17th century, and was revived in England and America during the mid-19th century. Pictorial t-ps were used extensively in the 19th century—steel and wood engraving and lithography. Later coloured engraving and colour printing from wood blocks was used.

Append a brief account of modern t-ps using display faces, etc.

Q.2. A gift of a question. Significant points to be remembered are:

Pynson. Norman. Took over the press of Machlinia in c. 1491 and printed until 1528. First consciously fine printing in England. One of the most prolific of the early English printers. Books were mainly general and law works. Best works include *Sarum Missal* printed for Cardinal John Morton in 1500, and an edition of Gringore's *Castell of labour*, c. 1505. Became Royal Printer in 1508. Introduced roman type into England in 1509.

Badius (Ascensius). French scholar printer. First employed in Lyons by Trechsel. Moved to Paris in 1498. Famed for the accuracy and scholarship of his texts and the quality of his printing. Notable works include a first edition in French of Brandt's *Narrenschiff* and a series of Latin classics. Also noted for his device depicting an early press, first used in his edition of Priscian's *Institutiones grammaticae* in 1507.

Zainer. First printer in Augsburg. One of the first printers to employ professional woodcutters for his illustrated works. Connected with the Monastery of SS. Ulrich and Afra. Printed a whole series of illustrated books. Produced works of high sales value including "*Leben der Heiligen*" and *Speculum humanae salvationis* and a folio bible in German. Died 1478, having printed some 100 books, of which 20 were illustrated.

Giunta. Famous Italian printing family, prominent in early 16th century. They produced fine illustrated books and several outstanding series of classics. The headquarters was in Florence, but they also had establishments in Venice, Lyons and several cities in Spain. Their device was the fleur-de-llys. Main printers were Bernardo of Florence and Lucantonio of Venice.

Palmart. Flemish printer printing in Valencia in Spain, 1474—1494. Printed some 15 books including a fine edition of Sallust's *Bellum Jurgurthinum* in 1475. All his early works were printed in roman type, but he later used a Spanish gothic

Pablos (Giovanni Paoli). Italian. First printer in the New World. Sent by Cromberger of Seville to Mexico to set up a press. Printed in round Spanish gothic and roman. Printed 1539-1560 and then his press was taken over by Pedro Ocharte.

Koenig. Inventor of the cylinder press in 1812. Note connections with *The Times*.

Q.3. *United States* (???). Stephen Day(e) set up a press in 1639 at Harvard College, Mass. Notable as the first printer in N. America and for having printed the *Bay psalm book*. Press continued until 1649 by his sons and

then taken over by Samuel Green, a prolific but undistinguished printer. He was associated with Marmaduke Johnson in the production of the Eliot Bible, 1661-1663, a bible in the Indian tongue. Later he printed in Boston. Rev. John Foster, of Boston, was the first printer here to use woodcut illustrations extensively in his books.

Hispanic America. Juan Pablos and Pedro Ocharte (see Q.2). Also note the claims made on behalf of a printer called Esteban Martin. Espinosa set up a press in 1559 in opposition to Pablos.

Australasia. George Howe in Sydney—printed from 1795, mainly government printing. There was a certain amount of native language printing in the South Seas, mainly in Tahiti under missionaries. In New Zealand at Kerikeri printing in 1830 by James Young, who printed mainly religious works. At Panghai printing in 1834 by Colenso of London.

Q.4. Why "discuss"? I find this indiscriminate use of the word in examination questions a little odd.

I suggest here separating the materials from the techniques or making it a simple chronological sequence.

Materials. Koops using wood, straw and waste as early as 1801. 1840: Keller invents mechanical wood process; 1840s: Burgess and Watt invent Chemical wood "soda process"; 1860s: Routledge invents Esparto and Tilghman sulphite wood process, which was later perfected by Eckmann and Fry c. 1870; 1883: Dahl uses sulphate wood process.

Techniques. Bleaching process used from early 19th century which made possible the use of coloured rags; Fourdrinier machine used at Frogmore Mill in 1804; engine-sizing invented by Illig in 1806; Dickenson invented the cylinder machine in 1809; drying cylinders invented by Crompton in 1820; dandy-roll invented by J. & C. Phipps in 1825, etc.

Q.5. A wealth of choice for the student who knew enough about any of the famous English collections. Some of the collections which have found their way into the B.M. were an obvious choice. Some possible collectors are:—Archbishop Parker, Thomas Wotton, Thomas Grenville, Sir Hans Sloane, Henry Huth, Robert Harley, George III, Rev. C. M. Cracherode, Robert Cotton, T. J. Wise, Michael Sadleir.

Q.6. Registration of material with the Stationers' Co. became compulsory from 1560 onwards. It was tacitly understood that copyright automatically belonged to the printer who registered the work. This was to be held in perpetuity unless it was sold. The first Copyright Act of 1709 granted *author's* copyright for the first time. This was granted for a limited period: for existing works the period was to be 21 years from 1710. For books published after that date, a period of 14 years plus 14 years if the author was still living at the end of the first 14, making a possible maximum of 28 years. This clause of the act was ignored in the printing world until Alexander Donaldson, a printer from Edinburgh, chose to take the act at its word. He was taken to court by other printers, and this resulted in the famous Donaldson case of 1714. Donaldson won the case, thus firmly establishing *author's* copyright. This was the end of copyright as far as the printer was concerned.

Q.7. The act of incorporation of the Stationers' Company and its confirmation in 1559 gave to the London printers a virtual monopoly in printing, giving them the right, as watchdogs for the Crown, of seeking out, imprisoning and fining illegal printers. Registration of all works with the Stationers' Co.

was compulsory from 1560. The First Star Chamber Decree of 1586 codified the existing state in the printing world. The number of master printers was to remain at 20, and all printers were to be members of the Stationers' Company. This was again confirmed by the Second Star Chamber Decree of 1637. Laxity crept in during the period of the Civil Wars, but the Licensing Act of 1662 again reduced the number of master printers in London to twenty. Sir Roger L'Estrange appointed Surveyor of the Imprimerie in 1663. He had no great opinion of the Stationers' Company as official watchdogs and urged stronger measures for censorship. This marks the beginning of the decline of the Stationers' Company. The Press Licensing Acts finally lapsed after 1694.

Q.8. A summary of this appears on pp. 350/1 of Binns. No useful purpose would be served by reproducing it here.

Paper II.

Q.1. Give an outline of the various methods used (see Binns) and show the relationship to the printed book by outlining the methods used in printing the early books. Take care not to digress into the various types of block book. This is not asked for here.

Q.2. Roman from upright humanistic and italic from cursiva, i.e. humanistic hands of the 15th century neo-Caroline revival. Trace the development through the gothic types, e.g. textura, bastarda, fere humanistica, rotunda, transitional gothic-roman, roman, Venetian old face.

Q.3. Printing was carried out in Basle fairly early. Basle was German territory until 1501, therefore the earliest influences were German. A line of scholar printers was started here beginning with Amerbach and carried on by Froben. It became a great centre for scholarly printing. The chief influence after 1501 was Italian. Froben employed Holbein to illustrate his books and Erasmus as an editor. Brandt, a professor at Basle university, was the author of *Narrenschiff*, a book which achieved great popularity and was printed in many different countries. Brandt was extremely interested in fostering the art of printing. Durer lived in Basle for a time and illustrated at least two books here. It was a central point as far as European communications went, and printers from other countries were frequently given asylum here. Basle remained for a long time a great centre of learning, both religious and secular.

Q.4. *Walker*. Typographer. Associated with Morris and his chief inspiration during the Kelmscott years. Designed notably the Subiaco type with Sydney Cockerell for the Ashendene Press. Was co-founder with T. J. Cobden-Sanderson of the Doves Press, for which he designed the Doves type.

Monotype Corporation. Have employed many eminent typographers to design or to re-cut types for them, e.g. Gill's Sans Serif, Bruce Rogers' Centaur, Poliphilus, Blado italic, Bembo, Fournier, Baskerville, Bulmer, Bell, N.B.; Stanley Morison's and Beatrice Warde's connections with the corporation. Issues the *Monotype Recorder*. Chief protagonist of type design in England to-day.

Gill. Outstanding type designer of the early 20th century, designed, for example, Sans Serif, Perpetua, Solus and Joanna. Eminent book illustrator of the 1920's in the wood-cut medium. Many fine examples of his illustrations are to be found in the publications of private presses of the period. Give examples here.

Q. 5 and Q. 6. Wonderful scope here for the student particularly interested in bookbinding. Opportunity afforded to choose favourite styles of ornate and

plain bindings and discuss them. Both old and modern binding can be brought into this. All the student needs is a retentive memory for the various styles which he has seen either in the flesh or in illustrations.

Q.7. This one is a little tricky. Watch out for the change of century in the second half of the question. Engraving could be used with etching. For the first 150 years or so after its invention there was no method of printing engravings with the text. The style was well suited to 17th century books. The designs were usually designed by one artist and executed by another. For the second half of the question see the work of Audram, Cochin, Gravelot, Eisen, Moreau le Jeune, Oudry and Boucher.

Q.8. This question calls for a knowledge of the various illustrators in vogue in the period, the sort of work they did and the ability to quote examples of books illustrated by them. 1860's:—Millais, Rosetti, Holman Hunt, Tenniel, Houghton. 1920's and 1930's—Eric Gill, Gwen Raverat, Wadsworth, Ethelbert White, Blair Hughes-Stanton, Robert Gibbings, Robert Maynard, Agnes Miller-Parker, etc.

DOROTHY HARROP, *Gloucestershire County Libraries.*

HISTORICAL BIBLIOGRAPHY

Final 4(d).

A Candidate's Comments.

Students will most likely remember Historical Bibliography as occupying the smallest space in the printed syllabus, but having the widest scope and coverage of any part they studied in the Library Association Examinations. Attempts to cut down on reading by national specialisation are proved a failure by such questions as the third one in the first paper. This showed that examiners do require world-wide coverage in this paper and not study confined to Europe.

To obtain a balanced approach in preparation, many students divide the subject into historical sections. This avoids concentrating unduly on the introduction and early history of printing. In December's examination this was partly successful, for questions were asked on events and developments throughout the period—mid-fifteenth century to the present day. Earlier developments prior to the block-book need not have concerned the student who was successful in this particular examination.

Two questions posed difficulties beyond those normally expected in answering examination questions. Question one in the second paper, "The origin and evolution of roman and italic type faces to the mid-seventeenth century", required facts covering a period of over two hundred years. Students can only hope that they had, in the time available, included the main stages asked for by the examiners. "Nature abhors a vacuum" was the quotation which prefixed the first question on binding. In relation to this quotation, a discussion was required on binding styles. A question of this type is difficult to answer because of the vagueness of its requirements. Final students expect questions which test their ingenuity, but most felt this was not in such a category.

The inclusion of questions relating to printing in both the morning and the afternoon papers makes it difficult for students to divide the syllabus between the two papers. This year publishing, the book trade and book collecting appeared in the first paper; illustrations and bookbinding were included in the second.

T. W. Howard, *Hampstead Public Libraries.*

**A. M. HALDANE
LTD.**

Although

**WE SPECIALISE IN
CHILDREN'S BOOKS**

We also have a comprehensive stock of

**NON-FICTION
FICTION**

**CHEAP FICTION
REPRINTS**

**OVERSTOCKS
REMAINDERS**

and will be happy to receive your requests and wants lists.

We have now instituted a new **URGENT SERVICE** ;
WHY NOT TRY IT ?

You will always be assured of a warm welcome at our showrooms at

**5, DENMARK STREET,
CHARING CROSS ROAD,
W.C.2**

COVent Garden 0488

**THE
HOLT-JACKSON
BOOK COMPANY
LIMITED**



*Public and County
Library Booksellers*



**MONTAUBAN
CHAMBERS,
ST. ANNES-ON-SEA,
LANCS.**

Telephone: St. Annes 575



London Showrooms:
**59, BRITTON STREET,
CLERKENWELL ROAD, E.C.1**
Telephone: Clerkenwell 3250

EXAMINATION SUPPLEMENT

Edited by Frank Atkinson
Brighton School of Librarianship

"Under the present system of examining it is impossible to guarantee that amateur examiners will set questions which are educationally worthy." This statement by R. C. Bengé in his *Life without father; the post-Roberts era, L.A.R. May 1960*, is brought to mind by some of the comments in this issue of the *Supplement*. We have had, over the past years, much sparring between examiners and tutors; most of it on an amateur (or part-time professional?) basis. But the full-time professional teachers are, inevitably, gaining ground and in this *Supplement*, more and more questions are being challenged on the "educational worthiness" aspect. Nevertheless, when (or if) the Library Schools "set their own joint examination watched over by the Library Association" (Bengé, *op.cit.*), there will be those who will challenge the implied guarantee of the standard of questions and no-one will expect criticism of examinations to cease. There will still be a need for an *Examination Supplement*.

From future possibilities to past certainties—the Summer Examinations of 1960 They are dealt with here on about half-rations; having been over-greedy with allotted space in previous issues, we are, quite rightly, curtailed in this one. The problem was: what to leave out? An early survey of the Final Part 4(e)—*Presentation and Dissemination of Information* seemed desirable and Registration Group D (vii) (c)—*Literature of Social and Political Ideas*, is also reviewed. The *First Professional Examination*, under sentence of abolition, appears in this issue—possibly for the last time.

I am grateful to my collaborators whose voluntary, hard work has made this *Supplement* possible.

Candidates' comments, an innovation in the last issue, appear here on three parts of the examinations. The maturity and constructive approach of these candidates are, in our view, extremely encouraging. Their contributions are recommended particularly to all examiners who may be feeling, even in this springtime of the Post-Roberts Era, that their lives are all winter.

FIRST PROFESSIONAL

The papers for this examination were very much the mixture as before—some hardy perennials, some searching questions, and a few eyebrow raisers.

Perhaps surprisingly, perhaps not, what raises the student's eyebrows often fails to do likewise to the tutor. I therefore feel that it may be of interest for the purpose of this survey to compare my own reactions to the papers with those of my students, taking what I judge to be their general opinion.

In paper 1 the main difficulty which seemed to be encountered by students was in Q.6 where some ambiguity was felt to exist, some students only dealing with one side of the argument, others with both. I should have thought it was safer to deal with both. Q.3 seemed to hold no terrors for most and yet I felt it was the most searching question of all. I shall deal with it separately after this general survey. The others, we accepted as quite straightforward.

Paper 2 contained some of the more searching questions. It was felt by some that Q.1, 2 and 5 were more appropriate to paper 1. I do not think that this matters; the student who knows his material should be able to write answers on it no matter in which paper the questions appear. The successful F.P.E. student will meet the same problem at Registration level. Q.5 was not popular and yet on later reflection was agreed to be a good, though searching one. A few students were perturbed by the wording of Q.4 which asked for "duties and functions" of staff. They felt there was some subtle difference between a duty and a function. I doubt if the examiner expects any such difference to be made. The second part of Q.2 gave depth to what would otherwise have been a straightforward answer.

Paper 3 provided the question which was most disliked. Q.3 asked for a comparison of TWO classification schemes and most students were quite unprepared for this. Some time ago at a moderating committee meeting the examiners stated that a knowledge of more than one scheme might be required. Even those who had some knowledge of two schemes could not compare the "order of the classes." I am sympathetic here. I should have thought that the most which could be expected was a knowledge of the order of the main classes and it can be argued that this is not an important feature. Undoubtedly a difficult question.

Q.1 was avoided by some of my students as it asked for THREE main parts of a book, whereas I teach FOUR—Preliminaries, Text, Subsidiaries and Binding. I have little doubt that the examiner meant the first three, but I should think he will be prepared to accept the fourth. The other four questions were felt to be very reasonable.

Paper 4 was the least liked by my students yet, apart from reservations about Q.4 I felt it contained good and fair questions. The abbreviations in Q.1 are all of bibliographical importance and should be known; abstracting journals are important as Q.2 states, the "cumulative" principle asked for in Q.3 is also very important, and local directories and year books (Q.5 and 6) are much used materials in reference work. The reservations about Q.4 are that asking for Polyglot dictionaries seems a little heavy for F.P.E. and some doubt about "Special subject" dictionaries. Will such works as "Grove's" be accepted when strictly speaking they are encyclopedias? This type of doubt seems to trouble some students who see both possibilities. In these circumstances the best advice I can give to students is to give examples of both. No marks can be deducted for so doing.

I fear the real reason for the dislike of this paper was that students were ill-prepared, and most confessed to this and had to admit to the fairness of the questions. Because few of the part-time courses for F.P.E. can find sufficient time to allow any real and sufficient contact with actual reference works this has to be left to the individual student. It has been stated often before, but it seems necessary to say it again—the only really effective way to study reference works is by actually using them for their various purposes.

Question 3. Paper 1.

To return to this difficult question. The operative word which should have been underlined by the good examinee is "effectiveness." The question reads—*How could you assess the EFFECTIVENESS of your library service to the community it serves?* This assumes that one knows the effect which a library service is supposed to have on the community it serves, which so far as a public library service is concerned is in considerable doubt. In the case of most other types of library the purpose is easier to define, but it is still difficult to assess how this purpose is being achieved.

Take the case of a special library of an industrial firm which will be governed by a board of directors who are used to assessing the effectiveness of their service by means of a profit and loss account. So far as the library is concerned the loss far outweighs the profit on an £ s. d. statement. One presumes, therefore, that to justify the continual spending of money on the library they will have been assured by the readers (or the most important of them) that the library service is vital to their work with the firm. In most cases this will be done verbally, though it could be ascertained by means of a questionnaire.

To apply this to a public library is difficult. It would be unsafe to state who are the most important readers, we cannot verbally ask all readers their opinion, nor is it likely that a questionnaire would be satisfactorily answered. In any case answers received would show either satisfaction or dissatisfaction with the service, not the effectiveness. A number of readers may show satisfaction with the provision of light literature, this does not assess the effectiveness of such reading to a community.

I take it that everyone would agree that it would be equally false to judge effectiveness by "issue" or "number of readers" statistics. Admittedly the larger these are the greater the potential effectiveness of the service, but it is no sure assessment. We might presume effectiveness not prove it.

The furthest I would like to go would be to conjecture an assessment from an historical viewpoint and this would assess the effectiveness of all libraries to all society. It is historical fact that all great civilisations (as we understand them) have had an organised means of storing recorded knowledge for use by society. All so called "underdeveloped" countries of to-day have poor library services whilst the most materially developed have advanced services. Note, however, that it is often argued that material wealth may not be coupled with spiritual or humanitarian advancement.

J. M. ORR, *Extra-mural Lecturer, Loughborough School of Librarianship.*

FIRST PROFESSIONAL

A Candidate's Comments

My first impressions of this examination were that in all four papers all questions were perfectly straightforward; some of the questions set in previous examinations have been somewhat ambiguous, to say the least. Certain questions had appeared before, and those candidates who had studied previous papers should have scored on these. There appeared to be evidence in this examination that the examiners not only required candidates to have covered the syllabus, but they required them to "think around" the questions as well.

In papers one and two, I was surprised at the number of topics that were omitted—the Roberts Committee report, government and finance of libraries, etc.

I gained the impression that paper three was considerably more "mellow" than in previous examinations. Could this be a concession on the part of the examiners? For some reason this paper is most feared by many students.

Paper four was again notable for its omissions: encyclopaedias and atlases did not feature on this occasion. The title of this paper—"Library Stock—Use"—was reflected in the questions on abstracting journals and bibliographies.

In conclusion, the fact must be faced that well over half the candidates for this examination will fail. This must be taken as a warning by future candidates. This is a professional examination, and should not on any account be taken lightly, or without adequate preparation. Candidates must appreciate that many of the questions require a far more searching approach than it would first appear.

ALAN FARNELL, *West Sussex County Library.*

BIBLIOGRAPHY AND DOCUMENTARY REPRODUCTION

Registration Group B (IV)

The main criticism of this paper is that for the ordinary candidate the choice was restricted because some questions asked for a little too much or were set in an awkward way.

An example of the latter is the last question. Certainly students should know the meaning of the term *furnish*, but how many sheered off this question when they

could have answered it satisfactorily had the examiner substituted *raw materials*? Some thought *furnish* a misprint for *finish*. The use of *conditioned* was also unfortunate, as it is a papermaking term.

Question 7 asked too much of any candidate who had not made an intensive study of this small part of the history of type design. One could well write for six or seven minutes on Eric Gill or Stanley Morison, but even a well prepared student would find insufficient to say on a third choice, probably Bruce Rogers, and only a word or two would be forthcoming on the fourth—Goudy, Van Krimpen, Edward Johnston, perhaps.

The danger in Question 8 was that the four private presses would be selected according to which outstanding works the candidate could remember, rather than according to importance. Again, some candidates would have to leave this question, despite a sound knowledge of the development and influence of the private press movement.

Question 3 displayed the principal faults of the "rag-bag" question. Some definitions were easy, some obscure, and the amount which could reasonably be expected on each varied widely—compare *STC* and *cartouche*.

After this criticism it must be said that most of the questions were fair and straightforward. Questions 9 and 11 were particularly good in that they tested what the librarian needs from documentary reproduction rather than technical points.

Question 4. *Show how a knowledge of the construction and operation of the early printing press helps a bibliographer in the study of incunabula.*

If printing presses or history of printing had been studied separately from bibliographical method, this question would call for much, feverish brain-searching in the examination room.

What is *not* required is a description of the early printing press. Very little credit could be given for this unless descriptions of individual features relate to characteristics of the finished incunabulum.

Firstly, the general point to be made. The bibliographer is concerned with the way in which a text has been transmitted, so that evidence can be brought bearing on the authenticity of an author's text. He may also be concerned with building up a picture of a printer's activity. The detailed research which he undertakes, e.g. to separate one edition from another, is rather like crime detection, involving a reconstruction of what may have happened when the book was made, and a knowledge of the instrument used—the printing press—will be of the greatest help.

The details of this answer should show how the features and aberrations of the early printed book can be explained by the way in which the book was printed.

The question imposes two limitations on the answer. *Incunabula* is mentioned, thus fixing our date. But much of the answer would also apply to any period up to about 1800. Also most of the information about early printing presses concerns the sixteenth and seventeenth centuries, not the fifteenth century. Our answer is also limited to the *construction* and *operation* of the press. We cannot legitimately extend this to methods of composition, typeface design or paper.

Some of the points which could have been made are as follows:—*Inking*. Inking by dabbers may result in uneven inking, or some type not inked at all. In the dabbing process, type may be pulled from the forme, and replaced wrongly. This will result in variant states of the forme in the finished book.

Impression. Mechanical difficulties dictated that the platen could be of only a modest size. This, together with the impossibility of making a large sheet of paper by hand, kept sheet sizes small. Also, the platen was often only half the size of the printed sheet, so that two pulls were needed to print the whole forme. This double pull could result in a blurred impression. Occasionally the frisket would come out of place and mask off part of the type.

Perfecting. In the early press, necessarily hand fed, errors in perfecting were

possible; the sheet may be turned the wrong way in printing the reverse side, or (less likely) a forme may be printed on to the back of the wrong sheet.

Other features. If we extend "operation" of the press a little, something could be included on errors in imposition and in folding, on shortage of type and its re-use within the same book, and the reasons for half-sheet imposition. Authors' stop-press corrections and the method of cancellation might also have a mention.

Question 8. Write an account of the work of *FOUR* important private presses which have operated in Britain since the Kelmscott Press, naming one outstanding book produced by *EACH* press.

The four presses may be selected according to the importance of the work they produced, or according to their importance in influencing the development of the private press movement. The latter criterion is used in this suggested choice.

Doves Press. A marked contrast to the Kelmscott Press. Compare its simplicity and restraint, against the richness of Kelmscott. In type design it did not medievalise, but modernised Jenson; it went back to the best early roman model, but not beyond to the "precious" Kelmscott Gothic. Did the Doves Press point the way forward while Kelmscott was harking back?

Vale Press. Although the Vale Press has been classed among the minor presses it is important in showing a broadening of the market for private press books. The press was a financial success. Some books were sold for as little as six shillings.

Golden Cockerel Press. Its aims were not only to produce "the book beautiful" but to encourage young authors and artists, and the press was particularly important in publishing wood engraved illustrations. In contrast to the earlier private presses which used type faces cut for their exclusive use, the Golden Cockerel Press employed a variety of generally available faces, although the Golden Cockerel type was cut for them.

The *Nonesuch Press* can be thought of as the culmination of the private press movement: by this time it has gone so far that one may query whether the *Nonesuch* is strictly a private press, particularly in view of the fact that large scale edition printing is done by outside printers to *Nonesuch* design. At this stage of development we have at last the marriage of fine book design and machine methods. Without this culmination the private presses would merely have been a curious anachronism in the twentieth century—with little influence on commercial book production.

The *Ashdene* and the *Gregynog* presses could have been selected, both because of their output rather than their influence, although in the latter case there is a significant link (as with the *Cuala Press*) with local culture.

P. G. NEW, Lecturer, North-Western Polytechnic, School of Librarianship.

BIBLIOGRAPHY AND DOCUMENTARY REPRODUCTION

A Candidate's Comments

This paper resembled the curate's egg. About nine of the questions were a fair test of knowledge of basic principles combined with practical application, and all were clearly and unambiguously expressed.

The defects add up to a general lack of balance. The level varied from the elementary, e.g., question 6, to the baffling: whether question 3 was really too advanced, or whether it simply revealed gaps in our preparation, I cannot say, but at least three of the items thoroughly "foxed" the majority of our group of candidates. Again, questions 6 and 10, even when answered with reasonable thoroughness, filled considerably less than the time allowed, and even after subsequent thought, I doubt if I could write for more than ten minutes on question 4, which in the examination produced a complete mental blank.

Coverage of subjects was very uneven. We were given two questions on illustration processes, but only one (or 1½) on paper, and none on the remainder of book

production. On the history of printing, the twentieth century was awarded two questions, but the earlier periods were omitted entirely. It is obviously impossible to cover every topic in the syllabus, but surely a fairer balance could have been struck.

Finally, the layout of the paper was a little strange. In Section B, illustration processes and the history of printing were lumped together while Section C was an assorted jumble of documentary reproduction, plastic covers (surely a trivial subject for an examination question out of the whole field of binding?) and paper-making. A more logical arrangement would be: A—Bibliographical method and history of printing; B—Processes of book production; C—Documentary reproduction and binding.

Having dealt at some length on the faults of the paper, I should add that on the whole I liked it, and I hope that these criticisms have been constructive rather than vindictive.

GREGORY DREW, *North-Western Polytechnic School of Librarianship.*

ASSISTANCE TO READERS

Registration Group B (V)

This was a more searching paper than others in this subject set recently; less favourable to those who lacked adequate preparation. On the whole the questions were of a kind capable of being answered in examination conditions and capable of being studied for. In particular, the questions in Section C showed great improvement.

The paper followed the conventional grouping: Section A on "theory" and method; Section B on general reference material; Section C on special subject literature. Where there are such groupings it is important for all concerned that the content of the groups remain constant. It is felt that, to some extent, questions 4 on government publications and 5 and 6 on history broke the pattern.

There were infelicities in the wording of some questions. Q.4: *How would you ensure that readers make as full a use of British government publications as they make of other types of material in a library which buys them in some quantity?*—why not simply "make the best use?" Perhaps there is some hidden meaning here. Doubts of this kind will cause many a candidate to leave a straightforward question and to attempt something more difficult. This is found also in Q.5—many students were puzzled by the injunction: *Write an account of any major catalogue of a local collection known to you.* Does the placing of the adjective "major" with "catalogue" rather than with "local collection" imply that the catalogue be printed? Surely not. And yet . . . The clock ticks on as the candidate ruminates as to whether his local collection has a really major catalogue or whether it is possible for a minor collection to have a major catalogue, or, alternatively, whether major collections can have minor catalogues . . . and so on until he gives up and in the remaining fifteen minutes has a go at something else. Q.6 asks for two examples of large scale works on "history in general"—Wells? Toynbee? Langer? or, and strictly even more accurate, Langlois and Seignobos? Or will the Cambridge histories do after all?

The content of Sections A and C was good. Section B however was ill-balanced. Of the four questions covering general reference material (i.e. roughly the whole of Roberts) two of the questions were on history, one was on bibliographies of bibliographies, the other was a miscellany. The miscellany first: Q.8 *Describe critically a leading example of any THREE of the following (a) a guide to the literature of a subject; (b) a special atlas; (c) a biographical dictionary; (d) a bi-lingual dictionary; (e) a technical data book.* Despite its breadth this question did not make up for previous specialisation. Inevitably, this kind of test is shallow. The most ill-prepared student should have been able to get at least a pass mark here (with, for example, Parke's Guide to the literature of maths. and physics; Oxford economic atlas; Who's

who; Harrap's Standard French and English dictionary; Kempe's Engineer's yearbook).

Questions on bibliographies of bibliographies are unfortunately rare. Q.7 was welcome. Any student of this subject should have used for his own studies at least four of the titles listed here. Notes on their coverage should therefore have been fairly easily written. And whenever a question asks for the "value to the librarian" of particular works, then ideas can be induced if the candidate thinks in terms of those operations which the librarian performs, e.g. book selection (including book withdrawal and co-operative book supply), classification and cataloguing, reader services. This kind of thinking should, of course, have been done already in the period of study. Q.5 on local history materials was so extensive that hardly more than an inventory of types could be expected.

In Section A the questions could be answered from the viewpoint of any kind of library. There has in the past been an unfortunate tendency to imply a public library setting. In at least one question here—Q.3 on the dissemination of information—thinking in terms of several kinds of library rather than solely in terms of the obvious one, should yield fresh material. This question incidentally demands careful though not dogmatic definitions of both "information" and "dissemination." "Information" should not be taken to include the physical procurement and presentation of books, articles, etc., though of course these include information; "dissemination of information" should embrace personal information service in response to an individual request, though in general usage the emphasis is on "broadcast" methods. (The inclusion in the question of the word "presentation" as well as "dissemination," strengthens this interpretation.)

Q.1 introduced a subject of considerable importance: the compilation of bibliographies. *Describe how you would compile and prepare for printing an annotated reading list of 40 titles (say six pages) on a topical subject. Name the subject chosen.* This question is deceptively realistic. The first job of the candidates here is to say for whom the list is intended. Quite obviously lists on, say, rail transport for a student of transport, or for a student of commerce, or for an M.P. prior to a debate, or for a "general reader" in a branch library, or for a child will differ enormously in content and the method of compilation will in turn be affected. All too often in practice this initial task is badly done, if done at all, resulting in lists of limited value. "How?" cannot be answered before "why?" and "for whom?" have been dealt with. Then the problems of collecting the material, annotating items, arranging, listing and printing can be considered. This is a full half-hour question without the printing part of it. By the way, what is the point of stipulating "topical?" As a relative term its inclusion here can only cause ambiguity. In an industrial library a list on a piece of machinery for a new installation would be topical; in a university library a list on a particular aspect of Shakespearean criticism may well be topical. If "topical" is interpreted in a narrow sense to mean only such things as have a current general news value then the question seems to be unnecessarily limited and certain kinds of library are favoured. If descriptions of sources of current events are looked for, then the question is far too big and in any case should be elsewhere.

Q.2 gave the student scope for imagination. Previous reading of set books, Roberts (chapters 1 and 15) or Wyer, for example, would have provided a basis. A knowledge of the style required for a staff manual would then give form to the substance.

Q.4 called for a similar amalgam of two separate constituents of the syllabus. It demanded first a knowledge of the range and possible uses of government publications. Only this could tell the candidate how to give direction to the various methods of publicity and display and of teaching the use of materials. The question would then resolve itself into a discussion of these methods illustrated with examples of the various types of government publication. The main bibliographical guides themselves should be mentioned here for, of course, adequate use depends on the provision of these.

The questions in Section C tested not merely the candidate's ability to cite

half a dozen titles in a subject but to show his understanding of its "bibliographical pattern," i.e. the particular values of the various types of material (e.g. bibliographies of bibliographies, current and retrospective bibliographies, library catalogues, abstracts and indexes, periodicals of various types and reference material) and the relationships between these. This kind of knowledge is, of course, vital if selection of materials and reader services are to be adequate.

Thus Q.11: *State what are the advantages and disadvantages of printed library catalogues (including accessions lists) as subject bibliographies in a subject of your choice.* One way of answering this question would be to take examples of catalogues in the particular subject and to criticize each, using the heading for the study of bibliographies—e.g. coverage (by subject, language, period, types of materials and analysis), bias, arrangement (including alternative approaches via indexes), description (bibliographical details and annotation), frequency, and relation with existing bibliographies. At the same time the different functions of subject bibliographies (in book selection, classification and cataloguing and reader services) should be considered. No one catalogue or bibliography can adequately perform all functions. A second way of answering the question would be to discuss generally the advantages and disadvantages of catalogues as bibliographies, using the above heading as a framework and supporting each statement with examples.

Similarly Q.10: *Assess the value of periodicals as opposed to books in any special subject field of your choice. How far are the periodical articles in that field mobilized for use and how could such services be improved?* Two distinct questions here. The first required the candidate to use his "general" knowledge on the value of periodicals and to apply this to his special subject, giving examples, of course. Points that might be mentioned here include the value of periodicals

- in keeping up to date in the subject;
- in initial publication of research reports and conference proceedings;
- in presenting information on minute topics often ignored or sketchily treated in books;
- in giving periodic surveys of the state of the subject and trends;
- in the inclusion of bibliographical surveys and reviews, abstracting and indexing services;
- in giving outlet for correspondence, often extremely valuable;
- in the publication of trade news and advertisements;
- in giving biographical information and also "official" news re one or more societies, institutions or groups in the subject;

and so on. Scope enough here for a full half-hour answer.

The "second question" required an account of current bibliographies, including accessions lists, annual surveys, indexing and abstracting services and contents lists. The word "mobilized" is somewhat unusual here; broadly, location is part of it and location lists of periodicals might be mentioned briefly. In all cases both separately published bibliographical sources and those in serials should be considered. So should more "general" sources where relevant (e.g. *P.A.I.S.* for any of the social sciences or *Engineering index* for a wide range of technologies); and even very general sources such as *L.A. Subject index* where special sources are deficient. Finally, in considering possible improvements, note a) complete gaps and b) deficiencies in existing services (e.g. inadequate subject or language coverage, delays and poor arrangement).

C. D. NEEDHAM, Lecturer, North-Western Polytechnic School of Librarianship.

ASSISTANCE TO READERS

A Candidate's Comments

Irrelevance is a complaint made throughout registration classes. It is a curious paradox that Assistance to Readers which should be a most essential paper in librarianship is instead a prey to the hopeful, eleventh-hour swotter who can remember appropriate dates, editions and other information for a vital twenty-four hours.

Section A gave no scope for ideas except, perhaps, in Q.2, and here a highly stylised answer was required. Q.3 and Q.4 are calculated to engender only despair.

Q.5 and Q.6 were the best on the paper, combining almost certainly a live interest at work with the kind of critical faculty stimulated by classes. Adequate answers to the next two questions could well indicate no more than apt revision. To absorb the kind of knowledge required to gain marks is unrealistic. Intelligent application of the relevant classification scheme is more immediately important. Q.1 seems ideal to set in this section.

Section C comprises familiar, jaded questions. This could be abandoned in favour of a more searching test of special knowledge in a Group D revised to cover say, English literature plus two chosen subjects.

These examinations should achieve a balance between practical experience and class learning. Three questions do this, out of twelve. There is a place for a searching oral test, whatever the obstacles, and modified written papers designed to cover ground inappropriate to oral examinations. Taking a long term view, standards in the profession would rise—the best lever for achieving correspondingly higher status.

F. E. DOVEY, *Hampstead Public Libraries.*

LITERATURE OF SOCIAL AND POLITICAL IDEAS

Registration Group D (VII) (C)

On the whole this paper was a balanced one, due representation being given to modern and earlier thought, and to English and foreign writers. There was, however, in this and other recent papers, some over-emphasis on the thought and works of individual writers at the expense of other parts of the syllabus. The literature of specific political theories and movements (utilitarianism and the Divine Right of Kings, for example) is not represented and while Questions 3 and 5 do deal with the political and social thought of particular periods, this part of the syllabus has not always been covered in the past.

The questions were fair and straightforward, and stressed the need to refer in answers to the works of the writers mentioned; a point sometimes overlooked by students. Three questions have been selected for special consideration and comment:—

Q.2. *Write an essay on the political and social ideas expressed in the writings of St. Thomas Aquinas.* This type of question calls for a clear, concise exposition of the main features of the writer's thought. In the case of St. Thomas, his theory of law and justice and his views on the nature of political authority should be summarized, and the works in which these doctrines were developed—*Summa Theologica* and *De Regimine Principum*—should be mentioned. The question also covers social thought, therefore reference should be made to his views on economic questions, particularly property, usury and the theory of the just price.

Q.5. *Draw up a short list of books, written at the time of the Renaissance, that you consider to be essential to an understanding of the political thought of the*

period. . . . One difficulty presented by this question is that of deciding the limits of the period. The most significant doctrines were developed during the sixteenth century, but some writings of the early seventeenth century also reflect the thought of the period. The works may be arranged in groups according to the doctrines favoured by their authors. The thought of the Reformation is covered in the works of Luther, Calvin and John Knox; that of the Counter-Reformation in the writings of Bellarmine and Suarez. The Divine Right of Kings was expounded by King James and William Barclay reacting against the theories developed by the Anti-Monarchists (or *Monarchomachi*) George Buchanan, Juan de Mariana and Althusius. Sir Thomas More and Campanella wrote the best known Utopias of the period. Works that do not fit into these categories may be arranged by the nationalities of their authors. These include Fortescue and Hooker (England), Bodin and the *Vindiciae contra tyrannos* (France) and Machiavelli (Italy).

Q.5. Write an essay outlining the principal contributions made by French writers in the eighteenth century. French political theories in the eighteenth century were developed as weapons against the *ancien régime* and were based to a large extent on Locke's principles of toleration and his doctrine of human natural rights. The *Encyclopédie*, conceived and edited by Diderot, sums up the thought of of the time. The *Encyclopédistes* maintained that a natural order exists in the universe and that this order is discerned by reason, not by revelation. They believed that man is naturally just and politically competent, and denounced the trade in slaves, inequitable taxation and the corruption of justice. They rejected the contractual hypothesis, ascribing the birth of society to the needs of natural man.

The Liberal school of theorists, whose principal representatives were Montesquieu and Voltaire, favoured the historical method, took England as their model and were moderate in their aims. They were firm advocates of civil liberties and preferred order to freedom in the political sphere; enlightened administration was their aim. Diderot, Helvétius and d'Holbach were more intolerant of existing institutions, favoured *a priori* methods and sought to construct the perfect state by reason. They treated natural rights as a body of doctrine, self-evident, rational and coherent, on which the statesman could construct a constitution in the abstract for a body of purely rational self-interested individuals. Helvétius and d'Holbach developed the utilitarian principle and carried it to its logical conclusion; their political doctrines anticipate Bentham.

The Revolutionary school may be represented by Mably and Condorcet. The former, in his *De La Législation*, advocated a democratic revolution to establish the sovereignty of the people and was a significant forerunner of Socialist doctrine in his ideas of utopian Communism. Condorcet taught the perfectibility of man, the inevitability of human progress and the power of scientific method to transform society.

The Physiocrats laid the foundations of the modern science of economics in their conception of a natural economic order, as self-evident as the system of natural law. On the basis of this order, which is so arranged that, if each man seeks his own happiness, the good of all is achieved, they argued for the abolition of government regulation, for the destruction of privilege and for freedom of thought.

Rousseau was a revolutionary thinker of a different kind. He reacted against the supremacy of reason and favoured a return to the concept of the organic society characteristic of Greece and the Middle Ages. His doctrine of pure sovereignty was a signal contribution to the theory of the natural state.

A. J. SIMPSON, Board of Trade Library.

PRESENTATION AND DISSEMINATION OF INFORMATION

Final 4 (E)

It is not much use having an examination if there is no course or framework of study or even candidates. There are two courses at present (North-Western Polytechnic and Manchester) which produce reading lists, which could well be supplemented by an A.A.L. guide to the examination. Some sources such as Foskett and Aslib will be mentioned later but U.S. material predominates, e.g. SINGER *Information and communication practice in industry*, 1958; WEIL. *Technical report*; 1954 (Pt.2.1959 is rather diffuse); *Special libraries* (U.S.A.) and other management journals. Unesco material is also very useful.

It is perhaps in management journals and such "off-beat" material, and meetings, that the course is to be found. For example, meetings of the Classification Group and non-library meetings, such as those of the Communications Research Group, U.C.L. Advertisements and even tables of data in our favourite daily are all grist to the mill. A visit to local punched card installations is also worthwhile.

There would appear to be a need for a practical paper in this examination (as there is in Part 4(a)—Palaeography and Archives) providing for "collation of abstracts with originals" as the syllabus lays down.

Potential candidates should not feel that this examination is an esoteric exercise peculiar to a coterie of special librarians. Technical colleges interested in 025.007.1:5/6, as a recent advertisement states, should provide a steady flow of candidates, as should the larger public reference libraries and the newly-formed information centres in universities (e.g. Nottingham). These papers should rank, together with Part 3, as "an appropriate part" in any appointment to such posts.

The fruits of 1957 are now being tasted. The first taste—December, 1959—was a little sharp; this second is more mellow but no "soft option." Compared with December the June papers showed a clearer division into 1st Paper—Theoretical/Abstract and 2nd Paper—Practical/Realist. In Paper 1, I have left Q.4 until the end and in Paper II, Q.1. These might well be called "stinkers" and are considered in more detail.

Paper I

Q.2. *Discuss style in abstracting and translating work.* An excellent question, but should wait until a 3 question/3 hour paper emerges.

Q.5. *Critically discuss the investigation into the efficiency of indexing systems carried out at the College of Aeronautics, Cranfield.* Futuristic, since the September meeting of Aslib has not yet taken place. An attempt could be made at this question by anyone participating in the scheme, but it would be a highly personal view, rather than a critical discussion. (Perhaps the main lesson learnt at Cranfield is the need for discipline to be allied to brilliance in indexing.)

Q.7. *You are Librarian/Information Officer of ONE of the following organisations which the Duke of Edinburgh is to visit: (a) a research association; (b) an industrial firm; (c) a technical college. How would you display the work of your department?* This would appear to belong to Paper 2 and a more probable visitor could have been chosen to illustrate the line of management in the centre concerned.

Q.4. *Review the principles, achievements and potentialities of mechanical translation.* To plunge into the labyrinth with the thread given to us by B. I. Palmer (L.A.R. Apr. 1958) on the meaning of "discuss, review," etc., and the sword and buckler of Benge and Dudley (*The study of reference material as a part of library education*, L.A.R. Nov. 1956), is the only way with such a question. The material is vast, but an elementary knowledge of binary codes and punched cards should suffice to put over the principles. The achievements can be found in Booth's work on the subject. Acquaintance with such periodicals as the Mass. Inst. of Technology's *MT* is useful in assessing the state of the art. An actual knowledge of examples such as the IBM translations of Russian and the Russian translations

of American texts, as well as evaluation of the unevenness of the texts and some over-smoothness in the Russian texts, betraying zealous post-editing, would help. The potentialities of machine translating must be judged on the latest conference work, such as the Cleveland Conference on *A common language for machine searching and translation*. The preprints were available free to *bona fide* students and it is such material that is the life blood of this examination; for in librarianship, as in life, the best things are free, sometimes. The analytical review by Allen Kent from the conference should also be mentioned. Merit standard might rest on discussion of the problem of "metalanguage" and such artificial machine languages as ALGOL and COBOLD. Future potentialities could be envisaged in a metalanguage at D.S.I.R. (Chinese?) and a Telex link from there to any interested centre.

Paper II

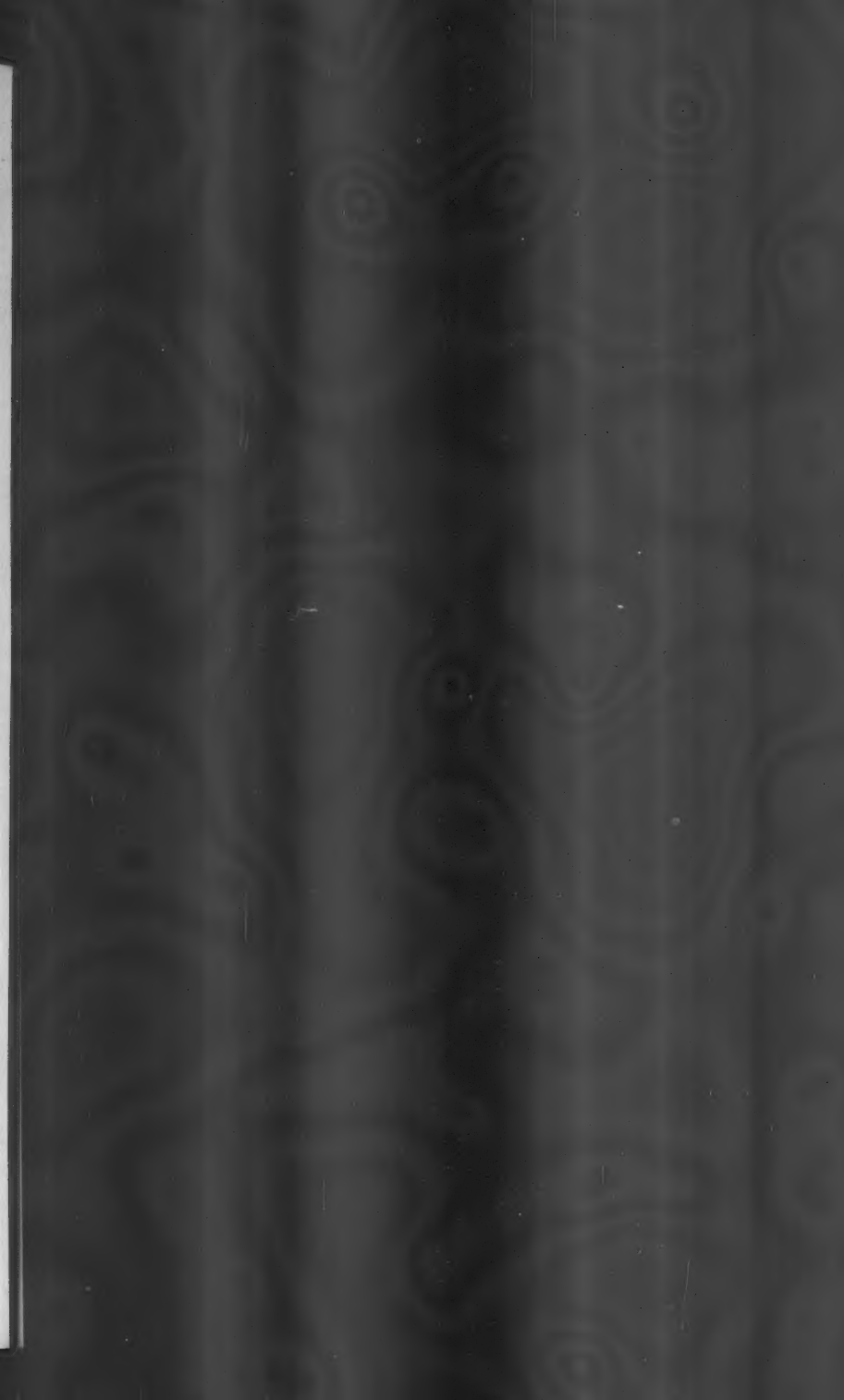
Paper 2 is down-to-earth, but Q.7, on the designing of tables of data, obviously feeling out of place, hides at the back of the question paper.

Q.4. *You are Editor of a new scientific journal. Write a leaflet for the guidance of your book reviewers.* The task set is to the point but the setting is unrealistic. It is unlikely that the candidate would have such a post in view, at least at present, and while editorship is one of the keystones of the syllabus the position should be related to the working experience of the examinee.

Q.6 on information services in libraries is straightforward. A quotation from one of the "set books" is always reassuring and D. J. Foscett certainly has helped to shape this examination. Discussion could be based on the book and all types of libraries should be considered.

Q.1. *Argue the case for cover-to-cover as against selective translation as a means of becoming nationally aware of developments in Russian science and technology. Describe D.S.I.R.'s work in this connection.* This enables the candidate to study an actual problem and an actual solution. U.S. and E.P.A. publications cover the field of argument, with ample additional material from *Aslib Proceedings* of which Rhys Matthews's article *The translating industry*, is most apposite. Padding with sputniks and luniks won't bring home the bacon. A good grasp of the actual costs (up to £5-10s. per 1,000 words) and the size of a cover-to-cover translation (300,000 words) will. D.S.I.R.'s *LLU Translations Bulletin* is the prime source for the second part of the answer which should be fact-studded—D.S.I.R.'s 15,000 translations and 400 books translated, current lists of periodicals and irregular series, 67 cover-to-cover journals and list of translations for loan. The low cost of pool translation should be noted, even at the risk of weakening the case for cover-to-cover, as well as the free copy for the editing. Actual examples from working experience or subject knowledge from the growing number of courses of Russian for scientists (which librarians as social scientists should attend) can be used to advantage in such an answer.

A. J. DICKSON, *Librarian, George Wimpey & Company.*





DEVELOPMENTS IN DOCUMENTARY REPRODUCTION

The first of a series of annual Supplements

by D. Mason

Librarian, I.C.I. Dyestuffs Division

This brief survey of new methods and equipment is designed to bring up-to-date the chapters on this subject in the *Primer of non-book materials in libraries*. It is now three years since they were written and there have been many interesting developments in that time. Further special supplements will be published annually (d.v.) and information for inclusion in future surveys will be most acceptable and should be addressed to Mr. D. Mason, Librarian, I.C.I. Dyestuffs Division, Hexagon House, Blackley, Manchester 9.

Negative/positive process

The time and trouble involved in dish processing, which made this type of photocopying so unpopular in the past, have now been overcome in the Polyprint, sold by E. N. Mason & Sons Ltd. The equipment consists of two interconnected parts: (i) a small light box of unusual but effective design, and (ii) a processing unit, which includes the timing mechanism for the light box. After exposure the sheet of Polyprint paper is fed into the processor, development and stabilization are automatic and the print is delivered only slightly damp and soon dries in room temperature. This print is, of course, a negative and can then be used to make any number of positive prints. If only one copy of a translucent single-sided original is required, then a readable negative can be made from the first exposure. A similar process is being marketed in the U.S.A. by Peerless Photo Products under the trade name *Quick Silver*, and Cormac have produced a small processor, the *Polycopier*, which can be used alongside chemical transfer equipment to make multiple positive copies from the negative which is normally discarded.

Direct positive process

The old method of developing and stabilizing prints by sponging chemical solutions on to them and taking up the surplus with a porous block, is now giving way to automatic processing. Remington Rand can now supply their *Auto process unit* for use with *Remflex* equipment.

Chemical transfer process

It has been found that two positive copies can be obtained from the transfer negative in this process. However, unless the exposure is just right, and expert sleight of hand is used in removing the first copy, the prints tend to have a brownish image rather than a good black. There seems to be a fair probability that neither of the prints will be acceptable in which case it would be cheaper to stick to the old one negative to one positive method. However there are now being marketed special transfer papers which will give between six and twelve acceptable positives from one negative. An example is the Gevaert *Multineg* and *Multipos* papers.

Gevaert have also brought out the *Gevacopy negative offset* paper. This is processed in the normal chemical transfer method except that the image is transferred onto an aluminium offset litho plate, which can then be used for offset printing. *Gevacopy aluminium offset* plates are available for use in both *Multilith* and *Rotaprint* machines.

Both Kodak and Ilford have now entered this field and are selling chemical transfer developer and papers. F. G. Ludwig Inc., the manufacturer of the *Contoura*, have now brought out the *Contouramatic* Mark II photocopier. They refer to this as the "White Glove" photocopier, because the developing fluid is supplied in a *Seal-pak*, thus avoiding mixing, spills, etc. This would be a decided advantage as many people are sensitive to photographic chemicals, and can get dermatitis from handling them. Ditto have recently introduced in the U.S.A. their *Masterfax*. This appears to be aptly named for it will make photocopies onto ordinary paper or even onto cloth, it will make offset masters, and also masters for spirit duplication, and last, but not least, it will give documents a laminated plastic coating. What more can you want?

Mechanical transfer process

The Kodak *Verifax* copier now has an offset adapter which can be fitted to the front of the machine. The matrix is exposed and then placed in the activating solution in the normal manner. It is then removed from the solution, squeezed dry and carefully lowered into the front compartment of the adapter. The matrix and an offset plate are brought into alignment and withdrawn together from the adapter. A roller ensures that they are given even contact. The matrix is then stripped from the plate which retains the image. At this stage unwanted detail can be removed from the plate by using a moistened eraser. After allowing approximately half-a-minute for drying, the plate can be prepared for the printing machine.

Kodak have brought out two smaller *Verifax* copiers the *Signet* and the *Bantam*. Both are designed for office copying and are not suitable for making copies from bound volumes.

The mechanical transfer process can be used to make diazo masters. These are made in the same way as ordinary copies except that the transfer is made onto a sheet of *Verifax* translucent copy paper.

Light boxes and combined processers

Many combined processers cannot copy any publication of more than a few pages, some are single sheet copiers only. Others are stated to be suitable for copying from thick volumes, but the handling is difficult and could easily result in damage to the volume. One can easily pick out a bound periodical which has been copied on one of these machines. The pages copied usually protrude anything up to a quarter of an inch beyond the others. However if a library handles a considerable amount of single sheet copying it may prefer to have the advantage of speed in handling which the combined processers give. In this case it is preferable to have also a separate light box.

Here again there are light boxes which are just not suitable for copying bound volumes. The best type has a glass edge which will get right into the middle of the volume to get a good copy on the inner margin; and expandable hinges so that the lid when lowered on to the volume can be kept parallel with the glass screen and can therefore give an even pressure over the whole area to be copied.

Diazo process

The glossy diazo paper has caused some interest, particularly because it is such a good medium for half-tone prints. Ilford recommend that a 133 line screen positive film is used for the master, and this does give very good results. However, photocopying units do not often possess the equipment for making masters on photographic film. Experiments have therefore been done to see if masters can be made via the chemical transfer process. A Kodak 120 line contact screen (magenta) was used and the print transferred from the negative to a film positive. This in turn was used on the diazo machine to run off prints. There is a small loss in definition on ordinary diazo paper but the prints are acceptable. On glossy paper the definition should be much better. It should be possible to use this method starting with a direct positive master, and this could give even better results, but the exposure time for each print would be longer.

Diazo prints can be made in several colours, each colour usually requiring a different type of paper and a different developing solution. The Charles Bruning Co. Inc., have brought out a multicolour kit, which will enable a diazo print to be made which has up to 5 colours on the same print. This could be very useful for producing coloured graphs and plans, but as each print has to be developed by hand, the process is rather time consuming.

A new diazo reader/printer for microfilm is being sold by Ozalid, and is described in the section on microtext readers.

A faster diazo paper with a dark brown image has been introduced and has proved useful for speeding up operations particularly where copying machines are in continuous use. However the exposure time is more critical than with the black-line paper, and whereas, in the case of over-exposure, the black-line paper gives a grey image which can be acceptable, the brown-line produces a peculiar shade of pink.

Two new combined exposing and developing machines have interesting features, although neither are suitable for copying from books. The Ilford *Azoflex* Combine Model 105, is a small desk unit, not much larger than a typewriter, which will make copies up to 8½ inches wide. The light source consists of seven instant-start fluorescent tubes, which means that there is no lengthy warming-up period required. This is a distinct advantage where only occasional copies are required. The other machine is the Copycat Model AS14. This has a 14 inch feed and automatically separates the exposed print from the original. The original is returned to the operator and the print passes on automatically into the developing unit. If double-sided prints are being made a deflector can be brought into operation which brings the original and the print back to the operator when the first side is exposed.

Thermofax

The best known *Thermofax* machine, the *Secretary* is, of course, only suitable for making copies from single sheets. The 3M Co., have now introduced into this country a new machine which will make copies from books and similar material. It has the usual advantages of this all-dry copying process, but is rather slow in operation.

Thermofax paper is available in several colours and there is a possibility that a white paper will become available. To improve the storability of these papers, backing sheets are now available. The sheet of *Thermofax* paper and the backing sheet are placed together and passed through the

Thermofax machine. They emerge securely bonded together. This process increases the cost of copies, but it is to be recommended when lengthy storage or heavy usage of copies is expected. It has been noticed that the quality of *Thermofax* copies received from America is not as good as those made in this country. The American paper soon starts to crumble particularly at the corners, and a backing sheet is required even for normal usage.

The 3M Co. has also brought out the *Thermofax* microfilm reader/printers which are described in the section on microtext readers. This operates on a different process and although these have now been given the name "Filmac," it is a pity that a different trade name was not used from the first. Incidentally it may be worth mentioning that patents for "thermographic materials" have been taken out by other companies, so it looks as though the 3M Co.'s pioneering and successful work in this field may soon be facing competition.

Xerography

The advantages in rapid copying from microfilm which the *Xerox Copyflo* provides, have been put to good use in the reproduction of out-of-print books, PB reports and other similar material. Despite its high initial cost we shall no doubt see the *Copyflo* installed in a few of the larger libraries, and, of course, the Rank-Xerox copy service is available for those librarians who only wish to make occasional use of the process.

It is now possible to make spirit duplicator masters by xerography, using the special *Xerox "Flo-Set"* unit. The image is first prepared on the selenium coated plate in the usual way. The plate is then given a negative charge which helps to get a satisfactory transfer. A sheet of hectographic carbon paper is laid on top of the image and the plate is put back into the *Xerox* machine and the image is transferred on to the carbon paper. The special "Flo-Set" unit is now brought into action. The carbon, together with the master sheet are run through the "Flo-Set" where they are exposed to a vapour which makes the carbon image sticky. The two sheets are then passed through rubber rollers and when they are peeled apart the *Xerox* image together with a coating of hectographic carbon remains attached to the master. This can then be used in a spirit duplicator in the normal manner to make up to approx. 400 prints.

One of the major problems in the printing in book form of catalogues and lists of periodical holdings is the fact that they are out of date so quickly that the cost of setting and re-setting the type is not justified. To some extent this problem can be solved by building up the catalogue in the form of a strip index, and then making offset-litho plates by the *Xerox* method. Only a strip index specially designed for this purpose will produce a good print. One of these is the Kalamazoo *Copy-Strip* which is available in various sizes and can have up to three vertical columns of strips on each page. As each new title is added to the library a strip is prepared and inserted at the correct place. An enquiry for a list of books on a particular subject can be answered by making single photocopies of the appropriate page. When a printed catalogue is required the pages of the strip-index are copied on to offset-litho plates and the plates are then used to print off the number of copies required. Providing the catalogue is of a reasonable size it should be possible to have the printed copies available within about two weeks of starting the operation. Where the catalogue is too large to be printed in one volume, the best approach is to publish the most important parts in the form of sectional catalogues.

A new process which combines the principles of *Xerox* and *Thermofax* has been announced by Gevaert. This is not yet, and may never be, a commercial proposition, but works as follows. A sheet of copy paper is used which has a wax coating that is electrically conductive above a certain temperature. An electrostatic charge is given to the paper, exposure to the original is made using infra-red, so that the charge leaks away in the non-text areas. Powdered resin is then cascaded across the paper and adheres to the remaining charges, where it is fixed into position by exposure to heat. This process does not appear to have any real advantage over either of the parent processes, but may have certain very specialised applications.

Microtransparencies

The most significant development in this field is that of *Kalfax* microfilm. This, together with printing and processing equipment, is produced by the Kalvar Corporation, of New Orleans. *Kalfax* microfilm is used to make duplicate copies of ordinary microfilm, and it produces positive copies from negative microfilm and vice versa in the normal manner. It can be handled in ordinary room light, so does not need darkroom processing, and is developed by exposure to heat. The film consists of a mylar base (which is very tough) and a plastic emulsion which contains particles of a light-sensitive diazo compound. When the film is exposed to ultra-violet light, the diazo particles decompose into a dye residue and a gas. The gas forms a minute bubble in the plastic, and when the development is carried out, the pressure of the gas in the bubble modifies the heat-softened plastic which surrounds it. The diazo compound has then no further part to play in the process. The final image consists of minute bubbles each one of which has the property of scattering light. With ordinary positive microfilm the image appears black because it absorbs light. When examined in daylight *Kalfax* microfilm appears to consist of a faint pink image, but when placed in a microfilm reader, the bubbles scatter the light and a black image appears on the screen.

The printer-processor has a printing speed of 20 feet per second and a fixing speed of 5 feet per second.

Kalfax microfilm is available in 16 mm., 35 mm., 70 mm. and 105 mm. widths, and also in the form of sheets (trade names *Kalfile* and *Kalvacards*) of various sizes. The printing and processing of one part of a *Kalvacard* leaves the rest unaffected and further images can be added as required. This is a great advantage and *Kalvacards* may well replace other unitized microfilm processes where the film is inserted into jackets or laminated to acetate sheets.

A combined microfilm camera, viewer and enlarger has been introduced by a German company and is being sold in this country by Block and Anderson Ltd. It is called the *Microbox*, and together with a special tank for film development it forms an ingenious compact unit. The majority of microfilm cameras are designed to take 100 foot reels and it is not easy to use and process short lengths of film. The *Microbox* has magazines for the normal size reels but it is designed to process strips of microfilm not more than 6 frames in length. This makes it particularly suitable for short run work.

After exposure the film is transferred in short lengths to the developing unit (without exposure to light thus avoiding the use of a darkroom) where it is both developed and fixed in the same solution, washed and then passed into a hot air drying section. Several strips can be treated at the same time but the tank will not process reels of film.

Micro-opaques

In January, 1959, the American Institute of Biological Sciences commenced publication in microcard form, on an experimental basis of the journal *Wild Life Disease*. The initial subscribers to this journal were provided with a handviewer. The Association intends to evaluate the experiment to decide whether it should continue with publication in this form, and also to observe the effect of such publication on the readers of the journal.

The use of micro-opaques in strip form continues to expand. The Recordak Division of Kodak Ltd., now offers a service whereby 16 mm. Microprint tape can be made from the customer's own negatives. The tape can be cut into various lengths as required and stuck to ordinary index cards of any size. By this method micro-cards can be built up as required and need only be in editions of one copy. Similar processes are available in the U.S.A. with the trade names *Microbond*, *Microtak*, *Microstrip* and *Microtape*.

Readers and Reader/Printers

There have been three trends in the development of microtext readers. The first has been that of combined readers for micro-opaques and micro-transparencies, the second small, portable readers and the third combined readers and printers. The combined opaque and transparency readers have not been too successful. The intricate optical and lighting systems required made them rather expensive, in fact some models cost more than the combined price of a separate reader for each type. However one model, the Ross Micro-Reader has shown what can be done in this line. The optical design is good and only one 12 watt bulb is needed for transparencies and two for opaques. The microtext is inserted on the top of the reader, and although this makes page changing a little awkward it does possess the great advantage that the light source does not dazzle the person using the reader. On readers where the card is inserted just below the screen there is nearly always dazzle when micro-opaques are being read. This can be extremely irritating when the reader is in use for long periods. The American Optical Co. have brought out their Micro-opaque Universal Reader, which avoids this trouble by inserting the cards at the side. This reader also has an internal opaque screen for reading. Many people prefer this type of screen to the ground glass screen, and it has the advantages (a) that it is well screened from stray light and also shows no reflections, and (b) that it is a simple matter to make enlarged prints.

The portable readers vary from those like the *Dagmar* and the *Micro Methods V.C. Portable Reader*, both of which can be carried in small cases, to the *V.C. Personal Reader* and the *Microcard Foundation Pocket Reader*. Most of the portable readers are well designed and throw a remarkably clear image down on to a screen lying flat on a desk or table. (The screen can be a piece of white paper or even a blotting pad.) The pocket readers are, however, not pleasant to use except for quick reference and even then, unless they have a built-in light source, they have to be used at the best angle to collect ambient light, which makes it difficult to read and take notes.

There are two reader/printers suitable for use in libraries. Enlarged prints can, of course, be made from most types of reader, but separate processing of the prints is necessary. The Minnesota Mining & Manufacturing Co. *Filmac 100* has a built-in processing unit, and the *Ozalid* reader/

printer is designed to be used with either an existing diazo processor, or with a built-in developing unit. Both reader/printers are for use with microfilm only.

The *Filmac 100* has a glass screen, and the image which appears on it is remarkably good. To make an enlarged print, the required image is projected on to the screen, the timing mechanism set for the right exposure and the "Print" button pressed. The rest is automatic and within a few seconds the print is ejected from the top of the machine. The actual printing process is described as being "electrolytic." The prints are legible but suffer from lack of contrast. The *Filmac 100* could be extremely useful to libraries which need to obtain enlarged prints from their microfilm holdings at frequent intervals, but it is rather expensive (about £400).

The *Ozalid* model, complete with developing unit, costs about £300 so is not very much cheaper. If a diazo processor is already owned, then the reader/printer can be purchased without the developing unit for £250. The operation of this machine is quite simple. The image required is projected on to the internal opaque screen and then the light source is switched off. A sheet of fast speed diazo paper is placed on the screen and held in position by suction. The correct exposure is made and then the diazo print is developed in the usual manner.

Cameras

There has not been any startling development in cameras for making microtexts, with the possible exception of those cameras which make microfiches by the step and repeat method. Any person interested in knowing more about the cameras available for this type of work should read the review in the *Librarian* 48(4) May-June 1959, 74-79.

WOODFIELD & STANLEY

LIMITED

SPECIALISTS IN CHILDREN'S BOOKS

Wakefield Road, Moldgreen, Huddersfield

AND

THE CHILDREN'S BOOKSHOP

64, GREAT RUSSELL STREET, LONDON, W.C.1

**A. M. HALDANE
LTD.**

Although

**WE SPECIALISE IN
CHILDREN'S BOOKS**

We also have a comprehensive stock of

**NON-FICTION
FICTION**

**CHEAP FICTION
REPRINTS**

**OVERSTOCKS
REMAINDERS**

and will be happy to receive your requests and wants lists.

We have now instituted a new **URGENT SERVICE ;
WHY NOT TRY IT ?**

You will always be assured of a warm welcome at our showrooms at

**5, DENMARK STREET,
CHARING CROSS ROAD,
W.C.2**

COVent Garden 0488

**THE
HOLT-JACKSON
BOOK COMPANY
LIMITED**



*Public and County
Library Booksellers*



**MONTAUBAN
CHAMBERS,
ST. ANNES-ON-SEA,
LANCS.**

Telephone: St. Annes 575



London Showrooms:
**59, BRITTON STREET,
CLERKENWELL ROAD, E.C.1**
Telephone: Clerkenwell 3250

